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# THE UNIVERSITY EXTENSION MOVEMENT

By

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## LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,

Washington, October 21, 1919.

SIR: For two decades university extension work in this country has been increasing in volume. The growing recognition of the value of its various forms is indicated by the fact that within the last five years the total amount of appropriations for the support of university extension work has more than doubled, and the number of students has increased more than threefold. The need for extension education on a very large scale now and for the next few years at least is indicated by the following facts:

(1) There are now in the United States approximately four and a half million discharged soldiers, one-half of whom were overseas and all of whom have had impressed upon them in many ways the importance of education. It is a matter of common knowledge that these men, nearly all of them young men, are eager to take advantage of all available information for instruction in things pertaining to their vocations, to citizenship, and to general culture. Few of them will or can go to college; practically none of them will enter the ordinary public high schools; they are too old for this. Some, but comparatively few, will find their way into special vocational schools and part-time classes in industrial plants. A great majority of them must depend upon such opportunities as can be provided by extension education.

(2) The shortening of the hours of labor and recent increase in wages have given to millions of working men and women time and means for self-improvement far beyond anything which such men and women have ever known before in this or any other country. The closing of the barrooms throughout the United States has relieved large numbers of men of the temptation to spend their leisure time and money in various forms of dissipation connected with the barroom. Everywhere these working men and women are eager for instruction, both for improvement in their vocations and for better living and more intelligent citizenship. Not only do they take advantage of such opportunities as are offered them by the organized agencies of education, but in many places they undertake to provide opportunities for themselves in their own time and at their own expense. Few of these have had any schooling beyond the elementary grades.

(3) Among the foreign-born population in the United States there are many, both of those who have taken out their citizenship papers and of those who have not, who, though able to read and write in English, and are otherwise fairly well educated, know nothing of our country, its history, its ideals, the form and spirit of its government, of the agricultural and industrial opportunities offered in various parts of the country. Much might be done for them through educational extension work.

(4) Within the last few years millions of women have been given the franchise and now have all the privileges and responsibilities of active citizenship. The adoption of the nineteenth amendment to the Constitution of the United States will add millions more. When these women become voters, they will, by their ballots or otherwise, determine wisely or unwisely the policies of municipality, State, and Nation. They are conscientious; they realize they need instruction as to the duties and responsibilities of active citizenship and help toward an understanding of the many complex and difficult problems which, by their ballots, they will help to solve. Through their clubs and various other organizations educational extension workers can do much for them which could be done very hardly, if at all, in any other way.

(5) There are in the United States approximately twelve and one-half million boys and girls between the ages of 16 and 21 who are coming to their majority at a time when in order to make a living and assume the responsibilities and duties of life and citizenship more knowledge and training are needed than ever before. Two and one-half millions of these attain their majority each year; less than one-eighth are high-school graduates; only a little more than one-fourth have any high-school education. That a large per cent of them would take advantage of any adequate opportunities offered them for further instruction, either in class or by correspondence, is definitely proven by the response they make to the advertisements of all kinds of correspondence schools conducted for profit and by the efforts they make to provide for themselves the means of instruction. Still more of them might be induced to do systematic reading under direction, or to attend instructive and educational lectures. Such opportunities for their instruction might easily be organized on a large scale as a part of education extension work.

I am sure most of the thoughtful men and women of the country will agree that the institutions of higher learning, supported by all the people, have an important obligation to these millions who can never profit directly by the instruction given within their college walls.

For the purpose of giving information on a subject of such vast importance to the cause of education and the general welfare of the country at this time, I recommend for publication as a bulletin of the Bureau of Education the manuscript transmitted herewith on the university extension movement in the United States. This manuscript has been prepared at my request by Dr. W. S. Bittner, formerly connected with the educational extension division of this bureau and now associate director of the extension division of the University of Indiana.

Respectfully submitted,

P. P. CLAXTON,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

## PREFACE.

The informational material upon which this bulletin is based was collected by the writer while associate director of the division of educational extension in the United States Bureau of Education. This material now forms part of the collections of the Bureau of Education.

Special acknowledgment is made to President E. A. Birge, of the University of Wisconsin, whose permission was given to print the major portion of his paper on Service to the Commonwealth Through University Extension.

Attention is called to the chapter in this bulletin on Engineering Extension, written by Dr. J. J. Schlicher, formerly director of investigation in the division of educational extension, and to the other chapters, acknowledged specifically in footnotes, which were in large part the result of his work. Other members of the staff of the division, J. J. Pettijohn, A. J. Klein, F. W. Reynolds, and especially Mary B. Orvis, gave generous assistance in the preparation of this bulletin.

W. S. B.



## THE UNIVERSITY EXTENSION MOVEMENT.

Of the liberal movements dominating the thought of the world to-day, the greatest of all is the sweep of education. No phrase or dissertation can compass the entire scope or catch all the essential elements of the newer education that is shaping itself. But everywhere one direction is apparent: The trend of education is toward the people in mass and group without regard to condition, class, or circumstance; toward men, women, and children as human beings having without distinction full claim on equal opportunity to enjoy the benefits of art and science. Literature, history, philosophy, all of the subjects that were once studied by a privileged few, are now being sought by a rapidly increasing number who have but recently acquired some leisure. The people are calling for knowledge, for that education which opens the door to complete living.

*Educational extension* is one of the terms that has been applied to the movement. It has come into use in the United States to describe the numerous ventures designed to meet the demand for knowledge and training. This demand is not uniform nor simple. It does not come from a single-minded public, from the people of one class. In one sense it is not a demand at all, but rather a multitude of impulses suggesting or rather seeking a way. Mr. Parke R. Kolbe says:

The educational system of the United States represents not a uniform plan, developing in accordance with predetermined laws, but rather the result of innumerable separate initiatives whose aims and methods have been dependent upon their attendant conditions of inception and growth.

He says that our educational system "looks like a coat of many colors when reviewed geographically."<sup>1</sup>

Educational extension includes many devices and instruments of instruction. There are innumerable agencies, apart from schools, designed to "educate the public," to "put something over," to tell the "truth in advertising," to sell the community a "welfare" idea, to instruct the workman in rules of safety, scientific system, and better methods of increasing production. In the crafts and trades men devise ways of inculcating in their fellows commonly accepted principles of association and mutual action; they teach each other new methods, new techniques, and new ways to secure for their group accrued benefits of the industry or business. They have their chapels, classes, lecturers, teachers, their schoolmasters, and younger schoolmates.

<sup>1</sup> From *School and Society*, May 31, 1919, "The Colleges in the War," by P. R. Kolbe.

The employers, managers of great industries, have also appropriated every essential device of school and university not only to teach their workmen but also to educate themselves. They have their educational directors, schools, conferences, their laboratories, their service of specialists, their expert studies, their clubs and fraternities. They have tremendously developed the art of advertising, which, in the long run and in the best sense, may prove to be the basis of the finest technique of educational extension.

"Education is a curiously pervasive commodity. Analysis always proves it to be a part of nearly every large undertaking. It bobs up in everybody's bailiwick," says S. P. Capen.<sup>1</sup> He describes how the Federal Government had developed educational extension, including the work of the Bureau of Education: "As time has gone on other Government departments have found that certain portions of their work were educational. By the spring of 1917 the Government's educational activities involved the annual expenditure of more than 30 million dollars. They were carried on in no less than 20 different bureaus, commissions, and departments." Both the magnitude and the dispersion of these activities will doubtless cause surprise to anyone who has not studied the question.

*Definition of educational extension.*—Educational extension is not readily susceptible of definition, although the thing itself is very real. It is closely connected with the growing complexity of intercommunication in civilized countries. With every increased facility of intercourse through speech, press, and picture, through travel, cable, telegraph, telephone, through personal contact, through the innumerable mechanical, physical, and spiritual inventions of civilization, comes the means of increasing the scope and thoroughness of educational extension.

Of course, that form of education which is associated with schools and colleges and the children and youth who attend them has not been superseded by this comprehensive though vague new kind of education, which transcends all schools and barriers of age. But the traditional idea is expanding and changing with the impetus of new movements. The importance of considering the nature of educational extension is that its complexity, diversity, and ubiquity point to inevitable changes in the theory and practice of educational institutions as such, not so much perhaps in the primary elements of the public school system, but certainly in secondary schools and in the institutions of higher learning.

Not so very many years ago the private university, the State university, and the college were largely teaching institutions in a definitely limited sense, and the function of research was only grad-

<sup>1</sup> School and Society, May 24, 1919, "The Colleges in a Nationalized Educational Scheme," by S. P. Capen.

ually added. Even now the actual distinction between university and college is not thoroughly understood or recognized—the distinction that makes a university preeminently a discoverer of scientific fact, a laboratory and training center for advanced students, and a distributor of knowledge rather than a teacher of the youth or a school for elementary students of the professions. This latter field of endeavor belongs increasingly to the school and college, while the true university becomes more and more the graduate center, the scientific laboratory, the curator of the arts, and the administrator of educational extension.

Accordingly, the growth of university extension is a logical development of the new demand for universal education. Freedom, self-determination, the new democracy, equal suffrage, open diplomacy, and all the fresh catch words of the war and after the war, and the liberal movements linked with them—all have educational implications presupposing the diffusion of knowledge among the people. Undoubtedly the university, especially the State-owned institution, will play a progressively important part in educational extension.

In the United States and England, university extension is a well-defined movement with elaborate institutional organization and fairly definite methods and objectives which have broadened and deepened during the past 10 years. Inevitably it has reflected the spirit of the decade and has consciously taken up the task of developing new methods of adult education.

In spite of the fact that the movement is identified with universities and colleges, academic institutions which formerly were remote from the people and high above any suggestion of commonness and popularity, it is nevertheless quite ordinary, humble, and matter of fact in its intention. The man in the street can understand that university extension is "an organized effort to give to the people not in college some of the advantages enjoyed by the one-half of 1 per cent who are able to attend campus classes. It reaches out to the clerk, the workingman, the teacher, and the public official, and says to each 'If you can not go to your university, your university will come to you.' Agricultural extension makes better farmers, and general extension makes better workers, better teachers, and better citizens." In addition, the average man readily understands that the State university belongs to the Commonwealth and owes service to every citizen. He grasps, quickly, too, the nature and value of its services in research, instruction, and information. If there are some who naively rate these services too low, and who place the university instructor on a par with the characters of a cartoon or the "professor of dancing," there are many more who have a deep appreciation of the value of all university services; there are many who quickly realize the significance of university extension and who are eagerly receptive of its benefits.

*A broader view of extension.*—So, too, for the scientist, the scholar, and the man of affairs, university extension has gradually come to mean something definite and fine. He sees in the colorless phrase a rich implication of truth seeking and truth dissemination, the application of universal science and art to universal living. He sees in the newer university a central plant with great resources of investigation and research, a central group of scientists and specialists in technology, put at the service of the State, working for the whole citizenship and for each citizen who desires.

*Academic views.*—Some there are, academicians within the universities themselves, who, taking too literally the popular interpretations of university extension, rate the movement at ignorant par and decry the opening of the college gates to the people anywhere. They fear the effect of extension activities, not of course on the people, for even the most exclusive professor of the humanities or abstract mathematics is usually a thorough democrat, but on the seclusion and dignity and strength of the university itself. They wonder how a research professor can at the same time read, study, search, attend committees, and give "popular" lectures. They believe in detachment, undisturbed seclusion, freedom from practical pressure, as a *sine qua non* to the cultivation of science and art. Their misgivings have justification, but only in so far as the conception of "university" is too limited and narrow.

*"University."*—The true university should have both open gates and cloistered libraries, both practical, itinerant messengers and theoretical, isolated servants. Ivied walls and dusty laboratories may be legitimately, and picturesquely, part of the same university building that houses the office of the correspondence study department. A short course for Boy Scout masters may be held on the same campus where a learned conference of sociologists is discussing the theory of mob psychology. At the same institution there may be, and in many cases there are, groups of administrators concerned with a dozen different problems of resident instruction or extension work, while hundreds of teachers meet routine classes or correct correspondence study papers and prepare for community meetings. One faculty member may be testifying before a public utility commission, another conducting a social survey of a distant city, another preparing simple written lessons on prenatal care for mothers, another giving vocational guidance to students, and still others may be buried in historical files or seeking for a Greek hiatus or for missing data on a geological epoch.

The university is coming more and more to live up to its name. The ideal university and the practical institution growing toward the ideal take a high ground and look over a wide field of human endeavor.

"The phenomenal growth of university extension in the United



States in the past 10 years may be looked upon as indicative of a new interpretation of the legitimate scope of university service," wrote Dean Louis E. Reber, of the University of Wisconsin, in 1916.

Nevertheless, it is still maintained in many of our learned institutions that higher education should be removed from any possible intimacy with the common things of life. These institutions repudiate the idea that organized extension of their services may become a worthy function among their acknowledged activities—worthy not only in enabling them to reach greater numbers than the few who may assemble within their gates, but essentially so in its influence upon their own life and growth. Though with these, as with the more liberal, pursuit of the truth is the fundamental and all-embracing object of existence, they apparently fail to realize that truth does not belong to the cloister more than to the shops and homes or to the streets and fields, but is inseparably of them all.

The return of power to the institution is not, however, the main justification of university extension. Such justification exists primarily in the fact that the university is the one great source and repository of the knowledge which the people—all, not merely a few, of the people—need in order to reach their highest level of achievement and well-being.

Is it not a very uncharacteristic view of the field of the university which seems to limit its functions to those of a sealed storehouse, with facilities for giving out its invaluable contents only to the few who may be able to learn the cabalistic passes that unlock its doors? More in keeping with the modern spirit is the new slogan of unlimited service, which lays upon the university a command to retrieve to the world its losses from undiscovered talent and undeveloped utilities and to give freely to humanity the pleasures and profits of which so many are deprived by ignorance of the work of the masters of art and learning, and of the laws of sane living. For such purposes as these the university, in the fullness of its possessions and powers, must inevitably be acknowledged to be, in the words of President Van Hise, "the best instrument."

*The principle of extension accepted.*—In the four years since 1915, the adverse criticism on the part of members of university faculties has materially diminished, partly because of the new impulse toward adult education received from the war, and partly through the momentum of growth; even in the period before the war it was confined to comparatively few men, usually in departments which had little occasion for actual participation in extension work. With only two or three exceptions the administrative heads of State universities now accept without question the central idea of university extension, the principle that the State-owned institution has definite duties to perform for the people of the State, duties which are in addition to the task of educating the resident students. All State universities do perform such duties even when they have not secured substantial funds to organize a distinct extension machinery. Most private universities and colleges recognize a similar obligation to put their resources at the service of the community. The men who determine the policies of the institutions are in the great majority committed to recognition of extension and are in most States actively promoting it.

<sup>1</sup> Reber, L. E., "University Extension," *Annals, American Academy of Political and Social Science*, Philadelphia, Sept., 1916, Publication reprint No. 1061.

Frequently the State legislatures, even where the institutions of higher learning are not presumably in favor with the politicians, have backed substantially with public funds their belief in university extension. But no doubt the best approval is that which comes from the growing numbers of professors and instructors who have found new inspiration in successful community service.

#### HISTORY OF UNIVERSITY EXTENSION.

The possibility of developing the university into something more than the traditional institution of higher learning was thought of many years ago. The beginnings of university extension date back as far as the middle of the nineteenth century. George Henderson, formerly secretary of the Philadelphia Society for the Extension of University Teaching, wrote in one of his reports of a still earlier time:

The idea of expanding the influence of the university so as to meet the needs of a rapidly growing and progressive people dates back several centuries. Dr. Roberts, secretary of the London Society for the Extension of University Teaching, tells us: "In a fourteenth-century college endowment deed at Cambridge it is recorded how the college was founded out of a desire to see the number of students increased, to the end that knowledge, a pearl of great price, when they have found it and made it their own by instruction and study in the aforesaid university, may not be hidden under a bushel, but be spread abroad beyond the university and thereby give light to them that walk in the dark by-ways of ignorance."<sup>1</sup>

*Beginnings in the United States.*—The movement first took form as a result of the pioneer work of Prof. Stuart, of Cambridge, from 1867 on, when several English universities took up his lecture method with growing success. This early "aristocratic form as yet unmodified" was brought to the United States in 1867, and in the years of 1888 to 1892 showed a rapid development.<sup>2</sup> From then on the movement declined until about 1906, when new methods were adopted and a slow but systematic growth set in. The organized extension services established in this period—the majority in State universities—held their "First National University Extension Conference" in 1915. At that time representatives of 28 leading colleges and universities of the country organized the present National University Extension Association. Included in the membership were three institutions—Columbia, Chicago, and Wisconsin—which had consistently developed their extension work from the time it was begun in 1889 and 1892. The association is composed of the general extension divisions (institutional memberships) and is not concerned with agricultural extension, which has developed independently.

<sup>1</sup> Report upon the university extension movement in England, by George Henderson, secretary Philadelphia Society for the Extension of University Teaching, in Columbia Papers, "University Extension Pamphlets," New York State Library.

<sup>2</sup> For full treatment of the early period, see Reber, L. E., "University Extension in the United States," Bull. 1914, No. 19, U. S. Bu. of Educ.

*Present status.*—The movement in its newer phase had a sounder basis than the earlier phase which had adopted in a superficial fashion the methods of the English universities. Extension work in both countries is now on a stable footing, but the extent and possibilities of the movement in this country are as yet barely comprehended. The extension divisions of Wisconsin, Minnesota, California, Iowa, and Massachusetts are widely known. In these States and in New York, North Carolina, Michigan, Indiana, Texas, Oklahoma, Oregon, Utah, and Washington the divisions have attained a considerable development. These divisions are in most instances administered by State universities. In addition, numerous extension services are well developed in these States and in practically all of the others by private institutions and State agricultural colleges.

On the basis of incomplete figures collected by Dr. John J. Schlicher,<sup>1</sup> it is estimated that university extension is reaching about 120,000 students through classes in branch centers and through correspondence study, together with an estimated number of about 2,026,000 through semipopular lectures; 5,553,000 through motion pictures and stereopticon lantern slides; 936,000 through outlines, bibliographies, and pamphlets used in debates and public discussion; 308,000 through institutes and conferences; 1,265,000 through bulletins and circulars. The States are spending over \$1,513,000 directly on extension work entirely apart from the money spent for agriculture, in addition to putting at the disposal of the divisions the resources of the whole university plant—such resources as the services of faculties, libraries, laboratories, and the university publications.

#### RELATION BETWEEN THE ENGLISH AND AMERICAN MOVEMENTS.

The most striking characteristic of the English extension movement is its vital relation to the labor movement. University extension in England is actively cooperating with the workingmen's societies. Indeed, the whole rejuvenated educational movement which secured the enactment of the liberal Fisher bill in the war year of 1918 owes much to labor. Says Mr. I. L. Kandel:

It is not too much to claim that the representatives of labor and the Workers' Educational Association have played the most important part in stimulating public opinion, which only three months before the outbreak of the war received with very little interest the announcement of the chancellor of the exchequer that plans were being prepared for "a comprehensive and progressive improvement of the educational system."

Mr. Kandel points out that the reform of education in the island is "fundamentally a movement of the people."<sup>2</sup>

<sup>1</sup> The Federal Division of Educational Extension, leaflet published by the National University Extension Association, June, 1919.

<sup>2</sup> Education in Great Britain and Ireland, by I. L. Kandel, Bul., 1919, No. 9, U. S. Bu. of Educ.

The readiness of the university authorities and of the labor leaders to work with each other, the give-and-take character of their relationship, and the rapidly growing interest on the part of the industrial classes in cultural education, are facts which no American educator can afford to ignore. In spite of the social, political, and educational differences between England and America, these facts have an immense significance in our movement for extending higher education to the masses. To the extension worker they give a glimpse of new realities—realities that make the American movement seem relatively undemocratic and condescending. Here the university gives all; the students give little except their fees. In England the tutorial classes are actually controlled by the students, though they are taught according to university standards and by university men.

University extension in England has not always been wholly democratic in spirit. As Herbert W. Horwill said, it regarded labor "as clay in the potter's hand."<sup>1</sup> But a new spirit has manifested itself, chiefly through the Workers' Educational Association, which, according to Henry Seidel Canby, is the "training school whence many of the most alert political and economic thinkers in England have sprung or been inspired."<sup>2</sup> The adult education promoted by this association, with the full approval and sanction of the universities, is "distinctly a meeting of minds, designed to train the less skilled but with advantages for both (student and teacher)."<sup>3</sup>

*The Workers' Educational Association.*—The Workers' Educational Association, which was founded in 1903, has secured labor representatives on the governing bodies and committees of 60 universities. Its aim is "to articulate the educational aspirations of labor."<sup>3</sup> It consists of a federation of about 2,700 working-class and educational bodies, banded together for the purpose of stimulating the demand for higher education among working people, to supply their needs in cooperation with universities and other educational authorities, and to act as a bureau of intelligence upon all matters which affect the education of working people.

*Tutorial classes.*—The best known part of its work is that of the University Tutorial Classes. The tutorial class "is really the nucleus of a university established in a place where no university exists." It consists of a group of not more than 30 students who agree to meet regularly once a week for 24 weeks under a university tutor, to follow the course of reading outlined by the tutor and to write fortnightly essays.

<sup>1</sup> The Nation, May 10, 1919.

<sup>2</sup> Education by Violence, Harpers, March, 1919.

<sup>3</sup> Pamphlet of the Workers' Educational Association, "Its Aims and Ideals," William Morris Press, Manchester.



Every university and university college in England has appointed a joint committee composed of university representatives and working-class representatives to manage these classes. The classes meet for two hours each week, one hour being given to lecture and one to give-and-take discussion. The students choose the subjects of study after consultation with the tutor.

In the earlier years of the movement the subjects studied consisted almost entirely of economic history and economics. But these subjects were interpreted in a very catholic sense and included the consideration of a good many matters which could not, perhaps, figure largely in a university course in economics. At the present time the scope of the classes is tending to widen, and though economic history and economics still probably predominate, there are classes in literature, political science, general modern history, biology, psychology, and philosophy.<sup>1</sup>

In the year 1913-14 there were 145 standard university tutorial classes, containing over 3,200 students, in addition to a large number of other classes. The average age of students is about 30. In 1915 the association had 173 branches, 2,409 affiliated societies, 11,083 members, and 9 associations in overseas dominions. Its strength was maintained during the war. In 1916-17 there were 10,750 members; in 1917-18 there were 14,697.<sup>2</sup>

*The Oxford report on extension movement.*—It is characteristic of the recent English movement that these tutorial classes are the outgrowth of recommendations made in the famous Oxford Report of 1908 by a joint committee of university and working-class representatives of Oxford on the Relation of the University to the Higher Education of Workpeople. The committee, which in turn was the outgrowth of a conference of working-class and educational organizations, held at Oxford in 1907, consisted of seven representatives of Oxford and seven representatives of the Workers' Educational Association.

The Oxford extension movement had been successful in "stimulating an interest in higher education among a large number of persons, especially women, who are unable to study in universities."<sup>3</sup> It had, according to the report, accomplished, "valuable pioneer work" leading to the establishment of universities and colleges, but it had not "undertaken to supply the continuous tutorial teaching of a university standard" which workpeople desired. The committee held that this work must be supplemented and reorganized.

The Oxford extension movement consisted in extra-mural lectures organized by university authorities for students who were not members of a university. The work involved the giving of courses of lectures, paid for by local committees who selected subjects

<sup>1</sup> Workers' Educational Association, "Its Aims and Ideals."

<sup>2</sup> Fifteenth An. Rep., 1918, The Workers' Educational Association, 16 Harper Street, London.

<sup>3</sup> Oxford Report, pp. 33-37, "Oxford and Working Class Education," second edition, revised, Oxford, the Clarendon Press, 1909.

provided rooms, and secured the audience. "The courses run in units of 6, 12, or sometimes 24 lectures, delivered at weekly or fortnightly intervals." Students sometimes prepare papers, take examinations, and are given certificates.

*Objections to Oxford system.*—"So long as the system is compelled to be financially self-supporting, so long must the lecturer attract large audiences," the secretary of the university extension delegacy is quoted as saying. Consequently—

both the lectures and the subject to be studied must be chosen not solely or chiefly on account of their educative value, but with a view to the probability of their drawing such numbers that the lectures will "pay." If the numbers attending a course fall off, however educationally valuable it may be, it must give place to another which is more likely to draw a large audience; and as one consequence of this, there is sometimes evident a distressing desire on the part of local committees continually to attack new subjects, instead of mastering thoroughly the old one. From the information before us, we believe that this is not due to any ignorance on the part of the centers as to the importance of regular study on systematic lines; on the contrary, we think there is a growing demand for facilities for such study—but solely to the fact that their better judgment had to yield before such irresistible financial considerations.<sup>2</sup>

A second defect, as seen by the committee, is found in the fact that the teaching offered is not sufficiently systematic, and in particular that—

individual students rarely receive the personal guidance and supervision which is offered to an undergraduate in Oxford and which is all the more necessary among work people because in an industrial city the means of knowledge—libraries, book-shops, and the atmosphere of culture—are less easy of access than they are in a university town.<sup>3</sup>

These objections—and, in addition, the problem of reducing the cost of the system—were disposed of by the committee in its suggestion that, "as far as the working-class centers are concerned, they should be recognized as merely subsidiary to the tutorial classes."<sup>4</sup>

\* *Tutorial classes require systematic study.*—Both problems have been met by these tutorial classes. They are now financed cooperatively by the university, the labor organization, and the board of education. Tutorial classes not only offer the student, but require of him, a remarkable devotion to systematic and thorough study. Those who enroll pledge themselves to study for three years, not to miss a single attendance from other than unavoidable causes, and to write 12 essays in connection with each of the three sessions of 24 lessons each. According to Albert Mansbridge:<sup>5</sup>

<sup>1</sup> Oxford Report, pp. 37-37, "Oxford and Working Class Education," second edition, revised, Oxford, at the Clarendon Press, 1909.

<sup>2</sup> *Ibid.*, p. 37.

<sup>3</sup> *Ibid.*, pp. 37-39.

<sup>4</sup> An address to the congress of the universities of the Empire, July, 1912. Quoted in pamphlet of Workers' Educ. Assoc.

The students have kept their pledges wonderfully. The percentage of attendance is often over 90. It is sometimes just on 100 per cent, which figure it has fallen short of only because of illness and overtime. The average percentage works out at 75, and this during a period in which there have been two general elections and violent labor unrest.

Nearly 700 students had in 1912 completed the three years' courses.

Reports as to the quality of the work done in the extension classes reiterate a frequent commentary on American extension work: It is "in some respects better and in others not so good as the work done in residence." Unfavorable economic conditions in England, as in America, make it extremely difficult for students to do their best work. On the other hand, maturity, earnestness, and determination go a long way toward overcoming these obstacles. The opinion of observers and of tutors seems to be unanimous that both students and tutors benefit enormously from the informal, democratic discussion, from the give-and-take between men accustomed to academic theory and men accustomed to dealing with the practical problems of the working world. As Margaret McMillan wrote:

There is not only a great body of facts coming always nearer to their (the students') consciousness than to that of the "educated," but the actual experience of all the play and interplay of economic forces is lightening for them continually a region that is dark to the pedant.<sup>1</sup>

Says a leaflet published by the Workers' Educational Association:<sup>2</sup>

One important principle laid down by the joint committee is that the teachers should actually teach in the universities. This completes the scheme, because it insures that the lessons that the teachers learn shall not be lost, but shall pass into the ordinary teaching of the universities; and this workpeople consider to be most necessary. It insures, too, that the teacher shall be in touch with every new advance in the study of science.

Leaders of the English movement insisted from the start that the tutors come from the university for the same reason that American educators insist upon it; namely, that they shall not be divorced from the traditions of learning. In the opinion of the joint committee, "it is essential that the extramural students of Oxford should be given guidance as systematic as that given those resident at the university."<sup>2</sup> The committee recommends that tutors be required to lecture regularly at Oxford, as well as in centers organized by the university extension delegacy.

Whatever one's opinion may be as to the need for a movement in this country corresponding to the tutorial class movement in England, an investigation of the Oxford report, the publications of the Workers' Educational Association, and the comments of first-hand investiga-

<sup>1</sup> Education versus Propaganda, published by the Workers' Educ. Assoc.

<sup>2</sup> Oxford Report, p. 39.

tors like Henry Seidel Canby, lead one to the belief that the movement offers much in the way of support and suggestion.

First of all, it gives to extension workers reassurance—a new faith in the desire of adult human beings for higher education. Working men and women of all classes are actually banded together in England many thousand strong to secure educational opportunities. And many hundreds of them are living up to the difficult pledge of doing systematic work of a university grade for a long period.

*Influence in America.*—A study of the English movement also convinces one of the great obligation that rests upon American universities to make a greater effort toward democratizing their extension work. Extension divisions have in the main ignored the possible contribution of working people and of organized labor to both the spirit and the subject matter of higher education. Extension divisions have offered opportunities to working people according to academic lights. But they have not said to working people, as Oxford University said in 1907, come and *help* us to work out a program for extramural education. And they have not to any very great extent emphasized the reciprocal nature of extension class work, its enormous possibilities for vitalizing education, for relating the university teacher to practical life. To study the English movement is to be convinced that the democratization of higher education through the cooperation of working people has not only greatly increased the amount of service to those who need it most but has also increased the quality of service both to intra and extra mural students. Moreover, though it began with the study of subjects of especial interest to the working classes, it has brought about a more universal interest in cultural subjects.

"There was a time," says Mr. Canby, "when you could stir any Britisher to talk—M. P., soldier, country gentleman, superintendent—merely by the question, 'What is going to happen in English education.'"<sup>1</sup> While Mr. Canby was talking on the situation that existed during the discussion of the Fisher bill in 1917 and 1918, he describes an interest that was manifested in numerous educational and semieducational movements during the last century and a quarter in England on the part of the working classes.

One of the earliest evidences of that interest was the rise of the adult school movement, which appeared toward the end of the eighteenth century. Its purpose was to organize nonsectarian religious instruction for men and women laborers. With the aid of the Society of Friends, it established branches in nearly every part of England. There were in existence in 1909 over 1,600 schools for adults, with a membership of about 100,000.

<sup>1</sup> Harpers, March, 1919.

Contemporaneously with the adult schools, the Mechanics' Institutes, which flourished after the industrial revolution, were developed in an attempt to meet the need for technical education.

*Cooperative societies.*--The cooperative societies, which in 1909 included in their membership nearly one-sixth of the whole adult population, have for more than half a century played an important rôle in education. The societies developed an elaborate educational organization and set aside funds to provide a considerable income for educational purposes. They did three kinds of educational work: (1) The maintenance of continuation classes for children and young persons; (2) the organizing of *lectures and classes for adults*; and (3) the payment of fees and the granting of scholarships.

The organization of evening schools under the education act of 1902 caused some of these schools to be handed over to public authorities. While the idea of making better cooperators has been back of this movement, the instruction has necessarily been along the lines of history, theory, and principles of the movement, with economics and industrial and constitutional history so far as they have a bearing on cooperation. The movement also placed emphasis upon the training of men and women to take part in industrial and social reforms and civic life generally. Under the leadership of such men as Robert Owen and Arnold Toynbee, the movement has been strengthened "in the high line it has taken," says the report.

*Workmen's Colleges.*--Workingmen's Colleges were established in England before the middle of the nineteenth century. In 1842 a People's College was started at Sheffield. Similar colleges were established in other cities, the London Working Men's College having the greatest success. In 1909 there were 2,987 entries in the college classes, 37 per cent of the students being engaged in manual occupations.

Ruskin College was established in 1899 to give workingmen, and especially those likely to take a leading part in working-class movements, an education which might help them in acquiring the knowledge essential to intelligent citizenship. The attitude of the college is one of political and religious neutrality. "The teaching is carried on partly by the correspondence school, which is designed to help the home reading of those who can not come to Oxford, but the chief concern is naturally with those students who reside at the college itself." In 10 years 450 students went into residence, representing many trades.

To this well-established movement for higher education among the workingmen the war has given great impetus. During the war, and since the return of the soldiers after the signing of the armistice,

<sup>1</sup> Oxford report, p. 5.



the interest of labor and of Government authorities in adult education has persisted and increased.

Arthur Greenwood states that the British committee of the ministry of reconstruction on adult education, which reported in 1918—

found it impossible to consider adult education apart from those social and industrial conditions which determine to a large extent the educational opportunities, the interests, and the general outlook of men and women. The committee pleads that "adult education and, indeed, good citizenship depend in no small degree \* \* \* upon a new orientation of our industrial outlook and activities."

Instead of neglect of the worker, and a tacit admission of his inferiority, there is a recognition of the rightful claims of the personality of the worker in industry and of the justice of his plea for "industrial democracy."

*British and American progress.*—Commenting on the program of the British Labor Party and on the American labor programs, Robert W. Bruere says:

The relevance of these programs of political and industrial reconstruction is that they express the judgment of the most influential body of workers in England and America as to the practical means that must be adopted to make the realization of their program for the democratization of educational opportunity possible. The growing prestige of the fourth estate is the characteristic fact of our generation.

He discusses the claim that labor is too radical, and concludes:

Men who dream of the democratization of knowledge, of science and the liberal arts, as the chief end of civilized government will not ruthlessly destroy the recognized material foundations of civilized life. Rather they will seek to strengthen those foundations and broaden them. For it is their eager and instinctive hunger for the spiritual values of life that principally accounts for their growing insistence upon the democratic principle of industry, for the humanization of industrial processes, for the more equal distribution of the benefits that accrue from the national surplus. Their programs of political and social reconstruction are inspired by their realization that it is only when men are guaranteed equality of educational opportunity that any man can be certain of access to the spiritual banquet of life. \* \* \*

The test of governmental capacity will increasingly be the ability of those in positions of authority to find ways and means for the democratization of educational opportunity.<sup>1</sup>

*Interest in cultural education.*—In the United States it has frequently been assumed that the workman's interest in education was largely utilitarian; indeed, it has been considered desirable that school, college, and university curricula should be "more practical"; that the teacher, the clerk, the business man would take extension courses only when they would prove of advantage in "getting on," of immediate pecuniary use, or at least capable of eventual translation into material success. An opposite conclusion may be the right one. It may be that the average man and woman in this country, even the so-called uneducated workingman, may be desirous of educational opportunity of quite another kind. In England such

<sup>1</sup> Development of British Industrial Thought, Atlantic Monthly, July, 1919.

<sup>2</sup> The New Nationalism and Education, p. 151, by Robert W. Bruere, Harper's, July, 1919.

seems to be the fact, for that is the observation of Mr. Fisher, father of the English education bill, who says:

I notice also that a new way of thinking about education has sprung up among more reflecting members of our industrial army. They do not want education in order that they may rise out of their own class, always a vulgar ambition; they want it because they know that, in the treasures of the mind, they can find an aid to good citizenship, a source of pure enjoyment, and a refuge from the necessary hardships of a life spent in the midst of clanging machinery in our hideous cities of toll.<sup>1</sup>

No doubt Americans owe their interest in cultural education to much the same causes as do the English, but certainly not to class contentedness. American workmen do have the "vulgar ambition" to rise, and they are recognizing the importance of both practical and cultural education as aids to their individual enterprise.

Mr. Fisher adds, with reference to the features of the English education act which fix certain attendance limits and educational standards:

We argue that the compulsion proposed in this bill will be no sterilizing restriction of wholesome liberty, but an essential condition in a larger and more enlightened freedom, which will tend to stimulate civic spirit, to promote general culture and technical knowledge, and to diffuse a steadier judgment and a better informed opinion through the whole body of the community.

Herbert W. Horwill states that there is unanimous testimony that the Workers' Educational Association presents a spectacle of intellectual energy and enthusiasm which finds no parallel among the leisure classes.<sup>2</sup> The association aims at the satisfaction of the intellectual, esthetic, and spiritual needs of the workman student and thus gives him a fuller life.

George Edwin MacLellan wrote, in 1917, with reference to both the English and American attitude toward education:

To-day the demand of the workingman, which can but perpetuate university extension and which is full of hope for democracy, is for something more than "bread and butter" education. It is a call for a liberal or human education, which is not so much "a means of livelihood as a means of life."<sup>3</sup>

He appends to his discussion of the English movement some pertinent questions:

The American workingman has had faith in his schools and has trusted especially the colleges and universities. Has not the time come for the labor organizations to strengthen their membership, and particularly their leadership, by courses of study conducted in connection with these institutions with the impartial spirit of truth believed to be preserved in them? May not these organizations assure the perpetuation of the federation of labor and of higher learning in America?

<sup>1</sup> From quotation, p. 79, Bull. Bu. of Educ., 1919, No. 9, Education in Great Britain and Ireland, by I. L. Kandel.

<sup>2</sup> The Nation, May 10, 1919.

<sup>3</sup> Studies in Higher Education in England and Scotland, by George F. MacLellan, U. S. Bu. of Educ., No. 16, 1917.

*Nietzsche.*—It would be instructive to compare with the liberal estimates of education now prevalent in Europe and America some of the pre-war opinions of continental statesmen and educators. It is perhaps unfair to quote from Nietzsche, but some of his startlingly wild and bizarre statements afford by contrast an illuminating opportunity for securing perspective in estimating the significance of present-day conceptions of education and democratic university extension. J. M. Kennedy, in the introduction to a translation of Nietzsche's "The Future of Our Educational Institutions," says:

Nietzsche's idea was "that a bread-winning education is necessary for the majority," but "true culture is only for a few select minds which it is necessary to bring together under the protecting roof of an institution that shall prepare them for culture, and for culture only."

Nietzsche says:

Why this education of the masses on such an extended scale? Because the true German spirit is hated, because the aristocratic nation of true culture is feared, because the people endeavor in this way to drive single great individuals into self-exile, so that the claims of the masses to education may be, so to speak, planted down and carefully tended, in order that the many may in this way endeavor to escape the rigid and strict discipline of the few great leaders, so that the masses may be persuaded that they can easily find the path for themselves—following the guiding star of the States.<sup>1</sup>

The philosopher writes:

I have long accustomed myself to look with caution upon those who are ardent in the cause of the so-called "education of the people" in the common meaning of the phrase. \* \* \* They were born to serve and to obey; and every moment in which the limping or crawling or broken-winded thoughts are at work shows us clearly out of which clay nature molded them and what trade-mark she branded thereon.<sup>2</sup>

He talks about "a natural hierarchy in the realm of the intellect." His conclusion is:

The education of the masses can not therefore be our aim, but rather the education of a few selected men for great and lasting works.<sup>3</sup>

#### THE WAR AND EDUCATIONAL EXTENSION.

The war has profoundly affected liberal opinion in every country. People have come to think less provincially. Not only have Americans been introduced to the international point of view—an introduction that has not yet ripened into thorough familiarity—but more significantly, as far as education is concerned, they have acquired a deeper realization of national unity. Proposals for reorganization of our educational system are no longer mere suggestions; they bid fair to find increasingly substantial expression and to shape legislation for the purpose of vitalizing local administration and re-

<sup>1</sup> Friedrich Nietzsche, *On the Future of Our Educational Institutions*, translated, with introduction, by J. M. Kennedy. T. N. Foulis, Edinburgh, 1909.

<sup>2</sup> *Ibid.*, p. 74.

<sup>3</sup> *Ibid.*, p. 75.



moving the inequalities of educational opportunity in the various sections of the country.

During the war the idea that the whole nation spiritually, physically, industrially was on the firing line, rather than the soldiers alone, was thoroughly driven home. It has not, however, been widely recognized that the means of enforcing this idea, that the propaganda to win the war, was actually a wholesale adoption of educational extension methods. All the instruments and devices laboriously created or appropriated by the university extension movement during the last decade were utilized to mobilize public opinion and to teach the soldiers, sailors, and industrial fighters, and to train them in the practical technique necessary to make their blows effective against the opposing forces.

*War-time education.*—The war emergency revealed the necessity for the education of the people of the United States in the purposes, causes, and results of various policies of the Federal Government and of our allies and enemies as well. Some of the Federal bodies created for war purposes, such as the War Industries Board, the War Trade Board, the Fuel Administration, the Food Administration, and the Committee on Public Information, undertook and carried on through their own organizations in the States, through cooperating State agencies which they found in existence, and through private organizations, energetic and more or less effective campaigns of education along the lines of political and economic theory and practice. The War and Navy Departments, the Emergency Fleet Corporation and other Federal agencies planned, created, and conducted special training schools along industrial and vocational lines. In the educational war work of all kinds the State educational systems and the institutions of higher learning, both technical and academic, contributed equipment, direction, and a large proportion of the experienced teaching personnel.

*New educational projects.*—Dr. A. J. Klein says:

During the war the permanent educational institutions merged their efforts with those of less experienced persons and organizations which entered the field temporarily and in many cases without distinct consciousness of the real educational value of the work to be done. The result has been a very greatly increased interest in and knowledge on the part of the public of educational extension needs in the United States. From the realization of these needs, some important projects and proposals for Federal aid and encouragement to various lines of educational work have come from permanent educational forces with technical experience and knowledge of educational administration and methods. But many of the projects proposed have come also from persons and organizations with little understanding of the practical questions involved and with still less experience in continuous educational work. Some of these educational projects have already been started by departments of the Federal Government, and estimates looking to the continuance of the new work have been embodied in their appropriation bills or in special laws.

*Confusion.*—In some lines work has been undertaken and is being carried on independently by several departments of the Government. This has brought confusion and uncertainty to the permanently established State educational agencies. As one State superintendent of education expressed it, "I should welcome any kind of assistance and aid, as would every school officer, providing we may know 'Who is Who,' and not be compelled to be looking now to this authority and now to that authority for advice and counsel." This confusion has arisen from the eagerness of Federal departments to serve the country, from the great demand and urgent necessity for educational work, and from failure to form the educational program in cooperation with and to meet the needs of those who are in the States now charged with the responsibility of educating the boys and girls and adults whom Federal educational enterprises wish to reach.

Many of those educational projects have for their purpose the instruction and assistance to better citizenship of persons, minors and adults, not regular attendants at the public schools or institutions of higher education. The war educational program was most concerned with this class of persons. In peace time the university extension divisions of the States had been formed for this very purpose and when the war came they had had years of experience, much material and many practical, well-developed methods to meet the new pressure.

*Demand for a Federal program.*—It was natural, therefore, that the State extension divisions should take a most prominent part in educational war work. A review of the extent to which their resources were thrown into the work and a list of the leaders whom they contributed would show how important the expert service of the university extension divisions in the States was in furthering the war program.

It is also natural that the university extension divisions of the States should be interested in the steps that are taken to make certain features of this war work permanent, and that they should insist on a Federal program for after-the-war educational activities among the persons whom it was their business to instruct during peace times.

The university extension divisions have the experience and knowledge needed to carry on such work, and, since they are permanently established in the State educational systems, the burden of carrying on the labor of the programs inaugurated by enthusiastic and well-meaning persons will ultimately fall upon the extension divisions in large part, or require the setting up of duplicate administrative machinery.

If it is impossible in the present situation for them to have a determining voice in choosing which of those educational burdens shall be prepared for their shoulders, the minimum of assistance and knowledge which they demand is that the Federal Government establish some agency for keeping them informed of educational extension activities in other States and of the resources, aids, and agencies in the Federal Government itself which are at their disposal.

*Federal aid.*—For agricultural extension Federal aid has been provided most liberally, but no provision has been made for other important fields of extension work. Training and instruction of adults and others in subjects of civic and cultural value, in their professions, trades, and vocations, must not be neglected if we are to maintain intelligent Americanism. Proficiency in their work, knowledge of the latest advances in their lines of endeavor, understanding of the constantly fresh National and State and community problems, training for good citizenship of town and city inhabitants are as essential to the preservation of the prosperity and well-being of the agricultural classes and of all other classes in the Nation as is the education of the farmer himself.

For vocational education Federal aid has been provided through the Board of Vocational Education; and the board desires to utilize the university extension agencies in the States in the promotion of certain phases of vocational training.<sup>1</sup>

<sup>1</sup> Excerpts from mimeograph bulletin, "Summary Statement of Educational Extension," by Dr. A. J. Klein.

When the universities turned their energies to the task of mobilizing public opinion in support of the Government, the personnel of the extension divisions was extensively drafted for war service in the States, at Washington, and abroad. Speakers' bureaus of several State councils of defense were directed by extension officers. Every State university furnished numerous speakers in support of the Liberty loans, the Red Cross, etc. Thousands of motion-picture films and lantern slides on the war were displayed in every part of the States through the universities. In several States the training of Red Cross home-service workers was administered by the extension divisions; special training courses were given men in camps, and a large number of other war-service activities were conducted.

The adaptability of the extension machinery to national needs was proved during the war. The State divisions gave emergency courses in military French, in camouflage, in typewriting, in automobile mechanics, in food conservation, in home nursing, in reconstruction problems, in war aims, and in many other subjects of immediate national importance. The extension division of the University of Wisconsin prepared courses in English for the men at the Great Lakes training station and provided an instructor to advise the teachers at the station. Similar instances of extension division war service could be multiplied indefinitely.

*War interrupted extension work.*—The war-service work of the extension divisions seriously interrupted the normal activities in the States. The regular instructional work was continued with difficulty, through temporary arrangements carried out by inexperienced substitutes and by the extraordinary efforts of the small local clerical staff directed by officers on leave of absence.

Indiana eliminated its established community welfare service, institutes, and conferences. The director and two bureau chiefs gave full time to war service. Wisconsin discontinued community institutes and other activities; the chief of a department gave full time to direction of a Red Cross division. Other university extension divisions diverted their organization to war service.

#### FEDERAL DIVISION OF EDUCATIONAL EXTENSION ESTABLISHED.

Feeling that the university extension divisions had proved their adaptability to war-time and reconstruction needs, the National University Extension Association asked President Wilson to come to the assistance of the divisions in the emergency. The President set aside \$50,000 for university extension work in a division of educational extension to be administered through the Bureau of Education in the Department of the Interior. This was done for several purposes, all of pressing importance. The State divisions needed a central clearing house to assist them in meeting the problems of recon-

struction. They needed assistance in reorganizing the extension work interrupted by the war. It was clear that a national division could salvage some of the educational resources and materials produced during the war. Further, the adoption of educational extension methods by Federal bureaus, national associations, and other organizations threatened to create confusion and waste in the States, and the national division could assist in establishing workable methods and real cooperation.

The Federal division of educational extension was established in December, 1918.<sup>1</sup> The President provided the funds for its maintenance out of his emergency appropriation, with the understanding that the division would make the salvaged materials available to the States through the machinery of the extension divisions which were already established. At the same time the division was to act as a clearing house for all matters of importance to the State extension divisions and to the public libraries, particularly upon information of special value to educational institutions during the immediate post-war period.

During the six months of its existence the division succeeded in organizing this service and in distributing to the States some of the many Federal documents, war education courses, and motion-picture films available in the several departments. It gave aid to the State universities by distributing data on the methods and activities of the different divisions. It sent out announcements and publicity materials, statistical data, budgets for extension divisions, and digests of educational bills. It made available selected "package libraries" of materials for the promotion of open-minded, impartial study and discussion of such questions as Government ownership and operation of railroads, Government control of prices, and reconstruction measures. It distributed special references and bibliographies, university extension publications, information concerning the resources offered by Federal departments, and suggestions for cooperative efforts in educational extension. It also promoted Americanization by gathering the experience of people who have been working among foreigners, and of educators, and by making that experience available in summaries to the universities and State departments of education.

The division carried on the work through its staff of experienced educators and research men familiar with the resources of departments at Washington, and with those of the many semipublic agencies such as the Red Cross and the other educational organizations. The four main avenues of service established corresponded to the avenues that have already proved themselves in the States—exten-

<sup>1</sup> This chapter is copied, with a few minor changes, from *The Federal Division of Educational Extension*, by Mary B. Orvis, leaflet published by the National University Extension Association, June, 1919.



sion teaching, visual instruction, community-center promotion, and public discussion and library service.

The director, in addition to the work of organizing the division, gave advisory assistance to university authorities in the States, particularly to those establishing or developing new extension services. The director was called to Florida at the request of the legislature to appear before a joint session to present the facts concerning university extension. An appropriation of \$50,000 was granted. He also conferred with legislative and faculty committees in Tennessee, Alabama, Oklahoma, North Dakota, Montana, Iowa, Ohio, Missouri, and Minnesota. Eight other States asked for similar services.

The heads of each of the four sections of the division performed for their particular avenue of extension a service similar to that performed by the director for the whole division; they kept officials in the States informed as to the development of the work in each State, and offered to each the benefit of the knowledge that a central office alone can accumulate.

*Promotion of extension teaching.*—The 120,000 persons who are studying through the State extension divisions are reached by means of correspondence study and classes held by university instructors in "extension centers." The Massachusetts department of university extension had 400 students in a gas automobile course which it gave in Boston; the Wisconsin division had about 2,000 students in engineering courses in Milwaukee. Thousands of farm men and women and small-town residents are studying such subjects as English composition, literature, history, and hygiene by correspondence. This work was promoted and standardized by the Federal division.

One hundred and forty-one different courses prepared for war-time instruction purposes were obtained from Government bureaus and departments by the division and passed out for continued use. These courses include simple and technical, vocational, cultural, and scientific subjects, and vary in size from pamphlets of a few pages to large and elaborately illustrated books. Engineering schools have found such courses as those of orientation and gunnery of value in the teaching of map making and the principles of mechanics. Extension divisions which give courses in vocational subjects are using large numbers of the Telephone Electrician's Manual, the Auto Mechanics and Auto Drivers' Instruction Manual, and the Motor Transportation Handbook, called to their attention by this service and furnished by the Government departments responsible for their preparation.

The War Department cooperated with the division of educational extension by putting at its disposal the psychological tests and systems of classification of personnel developed during the war, with a

view to modifying them for civilian uses and making them available to the university extension divisions.

*Soldiers' education.*—Arrangements were made with the Federal Board for Vocational Education whereby the Federal board will use to the fullest possible extent the resources of the extension divisions in the rehabilitation and reeducation of soldiers, sailors, and marines who are compensable; and, the extension divisions will cooperate with the Federal board by assisting in the guidance of men who are not legally compensable, but who need or desire educational assistance.

The division arranged with the Institute of International Education and other agencies to assist the universities in making their correspondence courses available to foreign students and to American residents abroad. Preliminary arrangements were made for securing through the institute English extension workers for lecture tours in this country.

A conference between the Red Cross and extension directors was arranged to discuss the whole question of cooperation between the State branches of the Red Cross and the State extension divisions.

*Health education.*—A cooperative arrangement between the Red Cross, the American Health Association, and other bodies interested in health education was projected whereby popular correspondence courses on health topics may be prepared and offered by the extension divisions of the States, free of charge to all the inhabitants of the United States.

The assistance of the National Automobile Chamber of Commerce, was secured in the collection and preparation of course material on road transportation and traffic, as distinct from road construction. Extension divisions and universities have expressed their desire for such material in order that they may train the highway traffic experts who will be needed in the wise development and maintenance of a unified highway, railroad, and waterways system for the United States.

These examples illustrate the possibilities of the Federal division as a clearing house and cooperative agency for adult education.

*Visual instruction service.*—Over 3,000 school buildings contain projection lanterns, according to a recent survey made by the division of educational extension. Many others will be equipped if school authorities can be assured of a supply of films. Each one of these schools is a potential theater for educational motion pictures lent by the United States Government and by many public and semi-public agencies. The division acted as a collecting and distributing center for such films. It completed arrangements with extension divisions equipped in the States for the distribution of films sent out from Washington. Many reels were sent out to State extension

divisions ready to distribute them. In States where there existed no central agency for visual instruction, the division negotiated with other departments, such as the State department of public instruction, for its establishment. The division did not distribute pictures directly to the users, but it operated through State machinery.

About 4,300 reels of motion pictures and 25,000 stereopticon lantern slides were acquired by gift or by loan during the period from January to May, 1919. These pictures represent in many cases merely the first consignment of lots of material which are to come to the Bureau of Education from the different governmental departments. The War Department agreed to supply the division of educational extension with enough duplicate negatives and positive prints to make a series of 12 motion pictures on the subject of the achievements of the war. The topics constituting this series are as follows: Camouflage in modern war; the work of the American engineers; lumbering in France; military communication; sports and entertainments for the soldiers; the transportation of men and supplies; the care of the wounded; modern ordnance; chemical warfare; feeding the Army; the Air Service; keeping the Army well.

Practically all motion pictures released by the Committee on Public Information during the war were transferred to the division for nation-wide circulation through educational channels.

The National Automobile Chamber of Commerce agreed to cooperate with the division in the production and distribution of a series of pictures on good roads. Many industrial firms turned over films to the division, which put them into circulation through the State extension centers.

The following report from the director of the division of educational extension, sent to the directors of extension and to officers in charge of motion-picture distribution in the States, gives a summary of the status of the film service of the United States Bureau of Education:

STATEMENT OF FILMS RECEIVED AND DISTRIBUTED.

Motion-picture films gathered to date.....	(feet) 6, 120, 000
Distributed to date.....	(feet) 3, 950, 000
Centers having received films to date.....	35
New centers now ready.....	3
Centers still needed in order to cover United States.....	16

Additional film for which negotiations are under way or which have been actually promised will be received in considerable quantity before January 1, 1920.

PRESENT STATUS OF FEDERAL SERVICE.

Though efforts for an appropriation with which to continue the division failed, arrangements have been made by which the service in visual instruction will have attention. Two of the officers of the section, Mr. F. W. Reynolds and Mr. W. H. Dudley, are retained on the staff of the Bureau of Education, and though not permanently at Washington, will exercise such responsibility for the work as they can. Mr. R. E.

Egner, film inspector and shipping and record clerk, is to remain in Washington in immediate charge of the activities under way and in contemplation.

#### CONDITIONS GOVERNING THE MATERIAL.

The motion pictures sent out are free and must be shown free. Other conditions are that they be kept as busy as their interest warrants, that they be kept in proper repair, and that a record of their use be kept in the files of the center and be sent regularly to the Washington office.

The pictures in the main are deposited indefinitely with the centers. In the case of some of them there may be a request for a return to the Washington office or for a transfer to some other State center, but the terms of any such request will take the point of view of the center having possession. No plan for a definite and vigorous use of the material will be upset.

#### SUGGESTIONS AS TO THE MATERIAL.

The material sent out can be regarded only as a basis of a service in visual instruction. It will not in and of itself constitute a service. But in this connection attention should be called to the value of the material. That dealing with the war will increase, not decrease, in interest as time passes. It has been the plan of the officers of the section to get even more of this war material out to the centers, enough to make a pictorial review of the war by topics. The hope now is that this plan may be realized. Toward the plan, the material already sent out is a beginning.

Centers are not at liberty to make any changes in the pictures belonging to the series "The Training of a Soldier." The war features and the war reviews may be changed, however, and it may be that some of the centers will wish to use this material for experimental work in the assembly of pictures of their own.

All in all, the material should have lasting and real value. It is in the hope that it will have this that it has been salvaged and distributed.

#### REQUEST FOR COOPERATION.

The various distributing centers will discover many interesting ways in which to use the materials. It is requested that they report such discoveries to the Washington office, which, serving as a clearing house, will undertake to send accounts of them to other centers. This is important. The cooperation of the centers in an effort to secure as complete usefulness of materials as possible is earnestly requested.

#### NEW MATERIALS.

The officers of the section and the Washington office are still at work to secure additional material for the various centers. In this work they have the hearty cooperation of the newly organized National University Extension Association (Inc.), which is maintaining an office in Washington.

Word as to new material and as to the conditions under which it may be obtained may be expected at any time from the officers of the section, from the Washington office, or from the secretary of the National University Extension Association (Inc.)

#### APPRECIATION.

The section has had the warmest support from the departments of the Government, from allied organizations, and from various commercial and industrial companies. It also wishes to extend thanks to the distributing centers from which it has also had hearty support.

The section itself will have reward for its effort if, as is more than likely, a Federal permanent service in visual instruction is finally established.



*Community center service.*—The Community Center, a local democratic organization for community advancement, is another means of education that has been developed through the extension division machinery of the States and through the State departments of education. It is the logical place for showing educational pictures to adult audiences. It brings people together for the common good. It strengthens the existing freedom and self-government of the citizens.

Relations with 42 States were established by the division of educational extension for the promotion of the community centers, and arrangements were made to cooperate with the authorities in the remaining States. This section of the division was in contact with over 1,000 different local communities where community center organizations were being started, and more than 100 centers were projected in the spring of 1919. Members of the division were constantly in the field holding conferences in regard to this work. Outlines and plans for community organization, together with suggested programs for meetings, were distributed to the communities.

*Public discussion and library service.*—In practically all of the States the colleges and universities are carrying on an information and library service which reaches hundreds of thousands of people, giving them facts and sources of information. Nineteen extension divisions answered nearly 60,000 requests for information last year. This service disseminates information secured from authoritative sources on such public matters as municipal development, child welfare, public health, civics, and on miscellaneous subjects of interest to individuals, such as personal hygiene. This service is practical and specific. It meets a widespread demand for information—the same demand that floods Washington with requests for information on every conceivable subject. The State service needs a central agency which can supply materials and coordinate resources. The Federal division rendered such a service.

*The package library.*—All of the State universities and many other institutions carry on some kind of public discussion work. Large numbers of people are served, many of them members of high-school and college debating societies, city councils, women's clubs, civics clubs, and miscellaneous organizations. The extension divisions prepare, with the assistance of university faculties, lists of important subjects, bibliographies, and study outlines, and lend them to inquirers. Accompanying this specially prepared material go package libraries, which consist of from 5 to 100 pieces of literature, generally gathered together from Federal, State, and local public agencies, as well as from private associations and from magazines and newspapers.

The division of educational extension acted as a clearing house upon methods of improving the machinery for this State service and as an agency for distributing informational publications to each

State. It sent out in six months 14,700 pieces of material on current topics for inclusion in package libraries. This material was sent to the State divisions and has been lent by them many times to clubs and individuals. Thirty-eight different publications on the League of Nations, pro and con, or about 6,200 pieces, were sent out in two months' time. Fifty different publications, or about 1,500 pieces, on labor and reconstruction were sent in the same time, as were 30 different publications, or about 1,200 pieces, on the Government and the railroads.

These materials were made up by the State bureaus into package libraries, which give information on both sides of controversial questions. They usually contain lists of Government publications, programs, and statements by the interests especially affected, as well as pamphlets and magazine articles. The bibliographies give additional information of special value to extension divisions.

*Use of Federal publications.*—A particular effort was made to bring to the notice of the extension division agents the United States Government publications. Special investigations, reports of commissions, monographs issued by the Government bureaus, important statements of plans or reports on the operation of governmental agencies, speeches in Congress, hearings before committees are the very substance on which the policies of the National Government are based. All these and many others can be obtained free from governmental departments; others can be secured from the Superintendent of Documents. Most of them are practically unknown, however, even to intelligent people who take serious interest in public affairs. The library of the Superintendent of Documents contains over 200,000 separate publications. To make the people somewhat familiar with this material and to give them a first-hand acquaintance with the work done by the National Government was one of the primary aims of the division of educational extension.

*Reference of inquiries.*—In order to avoid futile reference from one Federal bureau to another, the division made arrangements with the inquiry office of the Department of Labor to refer inquiries on current public questions and other matters not easily answered in Washington to the university extension divisions in the States from which the inquiries come. This arrangement was designed to serve the additional purpose of acquainting the public with the informational resources of their State institutions.

The division established a working library of university extension publications of every kind. This library affords ready reference to any phase of the work offered in the United States and in England.

The division also issued, among others, the following mimeograph bulletins:

*Adult Education:* A brief statement of suggestive matter to be found in the report of the adult education committee to the English Minister of Reconstruction.

*A Survey of the Public Discussion Work of the States,* with explanations of successful devices.

*An Exhibit of United States Publications.*

*Budgets for Public Discussion Bureaus.*

*Package Library and Club Service:* A summary of work done by extension divisions and public library commissions.

*National Library Service.*—A direct service for the 18,000 libraries in the United States was maintained in the division. The libraries need to know more about the printed informational material issued by the Government. National Library Service helped librarians not only to secure that material, but also to familiarize themselves and their patrons with it. One Government department alone distributed last year nearly one hundred million copies of publications on hundreds of subjects. Obviously, no librarian can keep up with this output; yet the public has a right to expect the librarian to hand out the right information at the right time. The librarians have requested and demanded for years such a clearing house as National Library Service rendered through its printed pamphlets. Bulletins were issued telling of the work done and the services offered to librarians by the following governmental departments: Agriculture, Commerce, Labor, Treasury, and Interior. Each bulletin contains the story of the department, followed by news notes of the various activities. These notes contain material of current interest to librarians and are selected, prepared, and submitted by the information services of the different Government departments. Another feature of the bulletins is an up-to-date selected list of current available printed matter, posters, slides, and reels of films.

*Training Americanization workers.*—A tremendous amount of patriotic enthusiasm engendered by the war turned naturally last fall to the problem of making better citizens of our foreign-born people. Letters of inquiry sent out to the university presidents of the country last December by the division of educational extension, however, revealed the fact that only a very few institutions were awake to their opportunities and obligations in a movement obviously educational. All were anxious to do their part when their attention was called to the practical work that could be done. The most obvious duty was that of training special teachers for the foreign born.

The division immediately gathered together what information it could about the methods in use and sent it out in mimeographed bulletins to the universities and State education departments. It

also assembled a large collection of programs and pamphlets issued by State councils of defense, State Americanization bureaus, private agencies, and universities and colleges. In most cases pamphlets could be secured in sufficient quantity to distribute them to a mailing list of about 250 of the leading educators of the country.

Three hundred copies each of several valuable publications and English courses were secured from the Massachusetts extension department, which was a pioneer in this movement. The California State commission on immigration and housing also sent the division 300 copies of its study of the methods of Americanization. The extension division of Iowa contributed several hundred copies of a suggestive pamphlet for work among young people in high school and college. Reed College, Oregon, gave 300 copies of an excellently illustrated statistical survey of American cities, showing illiteracy and foreign-born populations, along with other significant facts. These are but a few of the many organizations that have helped each other through the division of educational extension.

About 11,000 pieces of Americanization literature, almost entirely of concrete specific value in planning courses for teaching immigrants, were sent out to educators in six months. The division also answered daily specific requests for assistance in such matters as the conduct of surveys of civic instruction in State high schools, the finding of suitable university instructors to train teachers, and the finding of suitable courses in universities for individuals desiring to attend summer sessions.

In Massachusetts, Colorado, and Wisconsin the extension divisions have charge of State programs of Americanization. In other States the divisions are doing more and more of the work. Wherever educational institutions are doing Americanization work, they can profit by the clearing house service of some central agency.

At least 19 universities and colleges gave courses in Americanization work during the summer of 1919. The division of educational extension received ample testimony to the fact that it appreciably assisted in establishing this new type of instruction. The fact that in the first six months of its existence it had the opportunity to perform this very special kind of service for the Nation indicates something of the possibilities of a Federal division in future emergencies.

#### NATIONAL ASSOCIATION INCORPORATED.

University presidents and the members of the National University Extension Association were desirous of continuing the work started by the temporary Federal division. Accordingly the Secretary of the Interior included in his estimates for the department an item to provide funds with which the Bureau of Education could develop a permanent extension service. Congress, however, did not appro-

pritate the funds. A number of bills have been introduced to secure the establishment of a Federal clearing house for university extension.

In the summer of 1919, the directors of State university divisions agreed that, pending congressional action, a substantial agency should be created to continue the Washington clearing-house work. They worked out a plan in detail and created the National University Extension Association (Incorporated), with an office in the capital. The association, incorporated under the laws of the District of Columbia, is supported by the State extension divisions and by fees from different classes of membership. Its work is projected along lines similar to those followed previously by the Federal division. It cooperates with the staff of the Bureau of Education, supplementing the work the latter is able to do through the Government departments.

The following is a condensed statement of the work the incorporated association is undertaking:

1. It will collect and distribute data and material on the methods and activities of educational extension work in the United States and abroad.
2. It will make available selected materials prepared by educational, governmental, and other organizations on questions of general interest, such as Government ownership, price control, reconstruction measures, etc.
3. It will supply announcements and published material, statistical data, and digests of educational matters of special interest to extension and public welfare workers.
4. It will answer inquiries from members with reference to governmental activities, legislation, and administrative policies, in so far as educational extension interests are concerned.
5. It will make official and semiofficial connective relationships for cooperative educational extension work between member institutions and branches of the Federal Government or other organizations.
6. It will serve as a center through which cooperative efforts of member institutions may function. For example, extension lecturers on special subjects desired by a number of member organizations may be engaged through this office in long-time blocks, thereby increasing the bargaining strength of the members and eliminating most of the risk charges, the excessive overheads and traveling expenses, and making the final terms for the community using the services of the lecturers relatively low. A small fee to care for the office expense of such work will be charged. A similar advantage and arrangement can be had for some of the visual instruction material.
7. It will publish the results of research work in subjects of general interest to extension workers.<sup>1</sup>

There are several different types of membership in the association, making it possible for individuals as well as institutions to obtain assistance from the central office. While the association is governed chiefly by the directors of extension in State universities, other extension directors are eligible and any institution may arrange for clearing-house service.

<sup>1</sup> Statement issued by Dr. A. J. Klein, executive secretary, National University Extension Association, Incorporated, Munsey Building, Washington, D. C.



## ESSENTIAL ELEMENTS OF UNIVERSITY EXTENSION.

"The American university emerges from the war with a new sense of confidence and of social obligation," says George Edgar Vincent. Undoubtedly the interpretation of that obligation includes definite assumption of the necessity of developing university extension. The following statements of the essential elements of a university extension policy are quoted in this bulletin because they throw light on the motive and direction of the movement.

### SERVICE TO THE COMMONWEALTH THROUGH UNIVERSITY EXTENSION.

BY PRESIDENT E. A. BIRGE.<sup>1</sup>

President Van Hise began his administration with the formal announcement of "service to the Commonwealth" as its motto, and he carried out that idea in ways never before tried on such a scale. Thus he has profoundly affected the practice of universities and has even modified the conception of a State university. I refer to the development of those lines of activity which for want of a better name are inadequately grouped under the name of university extension.

I find no evidence that President Van Hise entered office with any definite conception of university extension as a means of public service, or indeed that he entered on the rehabilitation of that branch of university work with any design of making it one of the prime factors in State university life. University extension was no unknown thing in the University of Wisconsin when he came to the presidency. It was established in 1892 and was organized in the ordinary form, with lectures and accompanying instruction in classes. Interest in it had declined in Wisconsin as it had everywhere, and on his accession it had little life. It so continued during four years, but in 1907 he reorganized the department, bringing to the university Louis E. Reber, first as director of university extension, later advanced to the position of dean of the extension division. He secured from the legislature of 1907 an annual appropriation of \$20,000 for the work. The next legislature granted \$50,000, and the income of the division from appropriations and fees has risen rapidly, until it now exceeds \$275,000 annually. Thus university extension rose almost at once to a leading place in the university, surpassed in size only by the largest colleges, those of letters and sciences and of agriculture. This sum, devoted specifically to extension, is in addition to some \$150,000 annually expended by the college of agriculture along similar lines. Altogether, nearly one-fifth of the operating expenses of the university other than those associated with the physical plant goes in that direction.

*Enlargement of university teaching.*—Here, then, was introduced into the life of the university and of the State a new factor and a new influence—not new indeed in the sense that it was something unheard of or something untried, but new in the sense that a scheme which had been attempted with limited success as a secondary method of extending knowledge was elevated to a primary position and brought into the first rank of university influences. Two principles underlie university extension. One of these could have been operative at any time in the recent past; the other belongs to our own day in its might and force. The first looks at it as an

<sup>1</sup> Excerpts from address delivered by President E. A. Birge, of the University of Wisconsin, in memorial to his predecessor, President Van Hise. MBS., 1919.

enlargement of university teaching—of individual opportunity for study—as a means of affording the chance of higher education to those persons who can not attend a university. Hence the historical name “university extension,” connoting the enlargement of the area of university classes. The other point of view, though in some ways akin to this, is fundamentally different.

*Application of knowledge.*—This view starts not from the university as a center for teaching, but regards it as a center of learning, as the place where knowledge is accumulated and advanced. Into the university pour the streams of knowledge from all parts of the world in ever-increasing volume and rapidity of flow. Here, too, new, though smaller, currents arise, the contributions of the university to the stream of knowledge. The university is equipped by its libraries and its laboratories, most of all by the men and women assembled in its faculties, to receive this increasing knowledge, to sift it and judge its worth, to modify it or to increase it, and to hand it on to the students in its classes. But the university as thus defined is not equipped on another side and for another duty which belongs rather to our own day than to the past. This mass of knowledge, accumulating with a rapidity whose acceleration is almost portentous, is not, like that which scholasticism gained in the Middle Ages, wholly or primarily a subject for the discussions of scholars. It is also the knowledge which the members of the community must apply to the conduct of practical affairs, if these are to be ordered wisely and successfully. This is not a matter of education proper, either higher or lower, not a matter of teaching principles which the student will later apply in practice. It involves the transmutation of learning into such form that it can be directly used in the ordering of affairs. It means the extension of learning, the transmutation of science into practice, the application of knowledge to concrete problems of everyday affairs.

*To convey learning to the people.*—In this sense university extension is a far wider and more fundamental thing than in its older significance of extension by lectures and correspondence study. The latter is a sort of academic work of benevolence, the offering of education to those whom age or ill fortune deprives of the chance to study in the regular way. It does not differ in principle from the immemorial mission of endowments founded to bring such persons to university halls. But the new university extension involves new functions for the university and functions in large measure untried. Its aim is not so much education as the amelioration of life by the direct application of knowledge. It has become the duty of the university to reinterpret knowledge for the ends of practice and to convey learning so reinterpreted to the people in such a way as to make it immediately effective in life.

This function universities have longest applied and best worked out in agriculture, though even here matters are far from settled. A main work of the agricultural experiment stations is to act as an intermediary between pure science and practical farming. Experience has shown that many and various methods are needed to get this transmuted science into practice. Farmers' institutes, demonstration farms, short courses for farmers, young and old, county agricultural representatives, organized societies—all these as well as agricultural education in its proper sense, are needed, to put at work efficiently and promptly the knowledge acquired and shaped by university and station.

*University extension and problems of society.*—This is a special case of a major problem of modern life, of modern life rather than of modern education—that of the methods of securing the utilization in practice of vast stores of knowledge ever enlarging in content and changing in application. The problem is by no means confined to agriculture, though both State and social considerations give it a peculiar importance and difficulty in that field. It exists everywhere in the field of society; and Wisconsin through its university under the leadership of President Van Hise is perhaps the first State to give it a generous recognition and to provide large means for beginning its solution in practice.

The problem thus offered by university extension presented itself to Dr. Van Hise in several aspects. There was present the older feeling of the necessity of carrying university education to all who can profit by it, whether these can come to the university or not. There was even greater need to the university of an organization by which it might express the results of learning directly to the public. Above all, there was in his mind the democratic ideal of the State and of the State university—an ideal ever before him and always dominant.

*Utilization of knowledge.*—He saw a State dependent for its prosperity, for its success in competition with other States, on the full and prompt utilization of the knowledge which science is so rapidly accumulating. He saw a university founded and maintained by the State to be the possessor and augments of this knowledge. But he saw also that a connection was lacking between the people of the State and the university. Knowledge accumulated at the center, but there was no way of realizing it in action at the periphery. University extension was the means devised to close this gap, to complete the State educational system by providing a definite agency which is to send out knowledge, transmitted in a workable form from the university to the State.

The execution of such a program is no simple or easy task. Social life still depends in large measure on tradition and rule of thumb, although at innumerable single points it needs the guidance of science. It is not ready to intrust its interests as a whole to science; nor is science ready to accept that responsibility, if it were asked to do so.

Thus, much of the work is partial, much is tentative, much is experimental. Many things will be tried and abandoned after trial. Many more which seem small and unimportant at first will prove ultimately to be of great value. Many matters will be undertaken from the central university which later will be turned over to local organizations. Still more important, the work will necessarily be in a sense fragmentary and broken, and not a connected whole like the teaching of a college or a department, but consisting rather of detached tasks, each addressed to a specific need of society or community. Their connection will be that of need for guidance and the possibility of meeting this need rather than any close intellectual or logical bond.

*Faith in democracy.*—It demands great power of initiative, great courage, and great faith in democracy to attempt such a policy on the large scale. Minor failures are sure to occur; experiments will be wrongly tried; men will be appointed who prove unfitted for novel tasks; and all these things mean just criticism and often unfriendly criticism. But the dozen years that have passed since President Van Hise initiated the policy have justified it. University extension in this sense has become accepted as an inevitable responsibility by universities, especially by State universities. It has entered as a war measure into the activities of national life and will perpetuate itself there during peace. No one who can read the signs of the times can fail to see that Wisconsin, under the leadership of President Van Hise, broke the way into a new and great field of university work. The life and the work of universities, the country over, have been permanently changed and enlarged by his influence, and the change has only begun to manifest its effect.

*Uniting State and university.*—With this conception of the duty of the university to the Commonwealth, President Van Hise united an unshakable faith in the intelligent good will of the Commonwealth toward the university in these new enterprises. He was confident not only that the State would support the university in these new enterprises, but also that it would see how the assistance given to the public in concrete cases was made possible and effectual by the entire university life behind it. He believed, therefore, that in thus uniting State and university at new and numerous points of contact, he was strengthening the institution in its highest functions; he was confident that the people would in a new sense and to a higher degree than before



appreciate the intellectual forces represented in the university and would sustain all the parts of its great and complex life.<sup>1</sup>

I have emphasized this salient point in the presidency of Dr. Van Hise because, more than any other one thing, it represents that which will be most conspicuous in his work for the university; that which will remain visible when the history of years of successful administration has lapsed into the indistinguishable memory of past things well done. But it would be wrong to leave the story with this presentation for it would convey the idea that President Van Hise was fundamentally an educational reformer, interested primarily in his reforms and neglecting in his own thought the older and larger matters which make up the mass of university life. Such a view would wrong the memory of the president, wrong him even as the university has been wronged by the impression that Wisconsin is essentially an extension institution. Extension constituted the *differentia* of his administration, not its characteristics, as seen by us who lived and worked with him.

*University's duty to increase knowledge.*—His conception of the university went back to the days when he studied under Prof. Irving and when he took part as a young man in the early development of the university spirit and organization during the administration of President Chamberlin. Central in that conception were the ideals of scholarship and research—of the university's duty to increase knowledge and its equal duty to make knowledge live in the lives of its students. His was a working conception of research. He had, as all men must have who advance science, the pioneer spirit, the love of the new world, of the unbroken trail; he was ready to sacrifice ease, to endure hardship, to bear long-continued labor, if only the frontiers of knowledge might be advanced by him. Research meant specific problems to be solved at any cost of toil, not a "keeping in touch" with the advance of his science. \* \* \* When, therefore, President Van Hise urged on his faculty the fundamental duty of research as part of their academic life, he spoke with full knowledge of his demands. \* \* \*

He had a long and arduous experience in teaching science to large classes, not merely as stimulating his students to become specialists but also as part of a general education, as influencing the life and thought of students who will never pursue the subject in a serious way after they leave his class. \* \* \*

Thus the catholicity of his university temper gave him points of contact with the life and influence of all types of teachers in his faculty. They were engaged in no line of work which he had not shared, none in which he had not succeeded, none whose value he had not weighed as a part of the life of the university whose earlier growth he had aided and whose later development he was now guiding. It was no small thing that he saw all of these matters primarily in relation to the university. He called on each one of us not merely to do his part in maintaining the university, but to put his full strength into helping its progress. He had found it a man's work to take his place in that group of men to whom we of to-day owe the existence of the university. From those who joined its faculty in the more fortunate day of larger opportunity he had every right to ask devotion and work comparable to opportunity. \* \* \*

*Public service.*—Through all the urgent duties of the presidency he devoted his hard won leisure to writing and to public service, instead of to well-earned rest. He took the active part in the urgent discussions of the day which his broad training as an economic geologist warranted. He worked out the principles underlying the conservation of natural resources and the control of industries based on them and expressed the results not only in numerous addresses but in books. Thus the knowledge and

<sup>1</sup> The State of Wisconsin passed by referendum and in special session in 1919 two remarkable educational measures which are designed to give special opportunity to soldiers and sailors and others who served in the war. They apply the principle of an "educational bonus" and provide generous means for realizing it. There are special provisions for extension students, including the giving of free correspondence study courses and the holding of short courses, special schools, part-time day and evening classes.

training accumulated in years of research and teaching were made increasingly effective for public service and were vigorously used for the public benefit. \* \* \*

*Extension the outcome of public necessities.*—Dr. Van Hise was not only familiar with the traditions of the university; he had been himself a powerful influence in creating them. He represented in his own person our academic ideals from elementary teaching to most advanced research. He saw the wide extent and variety of university effort in its relation to the institution. He saw the institution not only in its relation to learning, but also in that broader aspect in which it not only represents the State, but is itself the State organized for the higher intellectual life. And to all these qualities he further added a capacity for public affairs and a knowledge of them which lifted him out of the merely academic level and enabled him to see both university and State from a common point of view. Thus, while he embodied the academic traditions of the university, he was not confined by them or limited to them. He was completely in touch with his faculty, stimulating and guiding academic life and practice at all points. He was also able to conceive and execute policies like that of university extension, which were the outcome of a knowledge of public necessities rather than of academic development alone. He advanced the university along each of these lines while keeping both himself and the institution in full sympathy with the other.

#### WAR EXTENSION SERVICE.

By PRESIDENT E. A. ALDERMAN.<sup>1</sup>

The fundamental duties of every university are to teach, to investigate, to disseminate truth, and to afford technical guidance to the people. My own ambition for the University of Virginia is to speed the time when no cry of help in any social need shall come up from any community in the Commonwealth that will not be met by immediate response from the forces and agencies assembled here at the university. If this was a normal peace-time aspiration, it is even more a war-time ambition. If it was our duty to discharge these obligations in peace through ordinary channels, it is even more our duty now to bring to bear all of our resources upon the novel and complex problems that face our democracy.

The University of Virginia, as soon as war was declared, hastened to concentrate its energies in helpful work for the Nation. It placed military training in its curriculum; it classified its resources of men and equipment; it organized and offered war courses of instruction; it organized a great base hospital unit, now ready for embarkation; its faculty, undergraduates, and alumni gave themselves to the Nation's need so generously that 20 per cent of them are now to be found with the colors. This sort of helpfulness will continue to go on as the need arises; but the university realizes that there rests upon it, in addition to this, a clear educational duty, not only to teach those who come to its walls, but to instruct all citizens who need guidance as to the causes of war, the character of American ideals, the avenues for public usefulness, the true ways to win peace, the nature of the responsibility that rests upon all Americans in this solemn moment of our national history, and the character of the reconstructive work that awaits us all when a just peace shall be won. The university wishes to discharge those duties to the extent of its power, and, if possible, in cooperation with high schools, grammar schools, and other educational bodies in practical and definite ways. It wishes to draw nearer to the people by offering them practical but inspiring instructions in a sound idealism, in all useful administrative work, in the mobilization of latent resources, and in all the fields that tend to give to a patriotic American knowledge of his privileges and duties in this testing time in the experiences of the Republic.

Our Republic can no longer rely on an unlimited quantity of untouched wealth, but must depend upon skill and training for the proper development of its resources. The times call imperatively, therefore, for educated leadership, whose greatest need

<sup>1</sup> Quoted from University of Virginia Record, Extension Series, November, 1917.

will be knowledge and the discipline of exact training. The ultimate mission of the State university in America will be to supply this training, not only to the fortunate few who can repair to its walls, but to all the people who constitute the life of the State. Universities must, therefore, in a peculiar sense, draw nearer to the people, young and old, in helpfulness and service. This is an old philosophy, indeed, but informed now by a new and vigorous spirit which will be satisfied with nothing less than a complete and pervasive program. University extension is the name given to this great connecting link between every part of a university and the actual conditions of life in the State which the university exists to aid and strengthen. The fundamental ideal of university extension is the ideal of service to democracy as a whole rather than to individual advancement. The University of Virginia, founded by the greatest individualist and democrat of the age, would be strangely false to its origin and genius if it did not seek to illustrate this idea. It has, of course, for years sought to render such service in indirect fashion and with limited means. It is now undertaking to inaugurate the great system in a more direct fashion, with the hope that the encouragement it receives will enable it to overcome all obstacles and to realize the great democratic purpose of bringing the university to every fireside and home in the Commonwealth. This sort of university extension necessitates large means; but when its advantages to the elevation of standards and life in the Commonwealth are seen, a sagacious and generous people will not fail, I believe, to provide for the maintenance of so vital an enterprise.

President Lowell, of Harvard University, says:

A college, to be of any great value, must grow out of the community in which it lives, and must be in absolute touch with that community, doing all the good it can, and doing what the community needs. Any institution not in close touch with the community around it is bound to wither and die. The institutions about us to-day which are doing the most good in the way of helping their respective communities are the great State universities of the Middle West. We must learn to do those things which others are doing.

Dean Bailey, of Cornell College, says:

All persons in the Commonwealth are properly students of a State institution, but very few of them have yet registered, nor is it necessary that any great proportion of them should leave home in order to receive some benefits of the institution. It is the obligation of such an institution to serve all the people, and it is equally the obligation of the people to make the institution such that it can exercise its proper functions; and all this can be brought about without sacrificing any worthy standards of education.

## INSTITUTIONS PURSUING THE SEVERAL ACTIVITIES.

The following is a series of elementary definitions of terms used to designate different kinds of university extension work. After each definition a partial list is given of the State university extension divisions which have developed the specific service in whole or in part.

*Extension teaching service.*—A phrase used to distinguish the more formal and standard kinds of instruction from the informal methods of university extension, such as investigations, institutes, conferences, and various kinds of welfare work.

This phrase, or a similar one, is utilized by Arkansas, Colorado, Indiana, Pittsburgh, North Dakota, Utah, and Washington, to distinguish certain kinds of work from the kinds classified under "Public welfare service."

*Correspondence instruction.*—Teaching by mail. University instructors prepare written courses with detailed analysis, questions, and references, and require the student to do certain amounts of work, submit written reports, and answer specific questions for each lesson. Usually a year is given the student for completion of a standard course. Practically every important subject offered on the university campus is given by some extension division in the country. Many elementary subjects are given.

Used by the following universities: Arizona, Arkansas, California, Colorado, Florida, Idaho, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nebraska, North Carolina, North Dakota, Oklahoma, Oregon, Pittsburgh, South Dakota, Texas, Utah, Washington, West Virginia, Wisconsin, and Wyoming.

*Extension class instruction.*—Instructors meet students in classes arranged in different towns and cities of the State. Ordinary college subjects are taught and also special subjects like business psychology or commercial English and vocational, cultural, and professional subjects, by regular instructors who come from the university. Frequently special instructors are secured outside the university faculty, men with practical experience and affiliations.

The classes closely resemble in subject matter and methods of teaching the classes regularly held in college and university. Frequently the period set aside for lecture by the professor is supplemented by extended practical discussions to meet the problems of the mature extension student.

Used by the following universities: Arkansas, California, Colorado, Columbia, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Oklahoma, Oregon, Pittsburgh, South Carolina, South Dakota, Texas, Utah, Washington, and West Virginia.

*Class and club instruction.*—Such work is a combination of class and correspondence study. Instructors supply a course of lessons and also meet the class or club occasionally to give them personal guidance and to get their point of view and group difficulties. Papers are submitted by mail for correction at the university. Examinations are sometimes given to students desiring a special certificate showing completion of the work. This work does not count as university "credit;" that is, it does not offer opportunity to secure a university degree.

Used by the following universities: California, Indiana, Kansas, Michigan, Mississippi, North Carolina, and Texas.

*Advisory mail instruction.*—The instructor applies general principles of a correspondence course to the practical problems of an individual. For instance, a course on health in the home is made the basis of personal advice to a mother who wants systematic instruction in the principles of rearing children, and the instructor makes suggestions in reference to definite problems the mother presents from her own experience.

Used by the Universities of Kansas and New York.

*Club study.*—Extension officers recommend club programs, supply references, suggest books and lecturers, and furnish guides and other assistance in the preparation of club papers. The work is usually done for women's clubs, but is offered also to community center associations and civic clubs.

Used by the following universities: Arkansas, California, Indiana, Kansas, Nevada, North Carolina, North Dakota, Oklahoma, and Texas.

*Directed reading courses.*—A surprisingly large number of mature persons, even those who have had college training, welcome assistance in choosing selected reading material—not only fiction, or general literature, but also scientific books, pamphlets, and periodicals. Several extension divisions issue selected book lists, outline studies with bibliographies, club study outlines, and other helps to systematic reading.

Used by the Universities of Arkansas, Kansas, Oklahoma, Oregon, and Texas.

The United States Bureau of Education conducts home reading courses and proposes to utilize the State extension divisions in making them more widely available.

*Lectures.*—The old method of haphazard speaking by university professors is gradually being supplemented by a system of selective supply through the extension division, which uses outside resources as well as the university faculty to meet the needs of different groups of people.

Lectures in series are being developed to offer system and detail in the consideration of the subjects or problems. Frequently such lecture series are practically of the same character as those of regular class instruction, except that the routine of enrollment, assignment, examination, and accrediting is dispensed with.

Used by the following universities: Alabama, Arizona, Arkansas, California, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, Tennessee, and Texas.

*Demonstrations.*—University extension has developed a remarkably varied adaptation of laboratory methods in presenting the results of study and investigation. This is possible partly because of the increasing adequacy of the laboratory equipment of the local high schools. Extension courses in home economics frequently give considerable attention to practical demonstrations of the processes discussed in class. Engineering subjects are thus presented, as well as physics, chemistry, and other sciences. The same methods are often used in lecture series, short courses, institutes, and conferences, adding definite concrete instruction to extension work that otherwise may be merely suggestive, entertaining, or of a mildly intellectual character.

Used by the following universities: Arkansas, California, Colorado, Illinois, Iowa, Indiana, Kansas, Oklahoma, and Wisconsin.

*Special visual instruction.*—Exhibits consisting of actual materials, such as collections of minerals, or the various parts of machines and the different kinds of raw or manufactured materials involved in some industrial process, are sent to schools where the teachers use them in classroom instruction. The exhibits are designed to fit into the regular course of study pursued by the pupils. Lantern slides, motion-picture films, stereoscopic views, prints, and pictures of many different kinds are utilized also as supplements to classroom study. They are also used extensively as regular school material.

Used by the following universities: California, Indiana, Michigan, Pittsburgh, Oregon, South Dakota, and Wisconsin.



*Merchants' short courses.*—The short course for the farmer is a well-known instructional method developed by the agricultural colleges. Less well known but even more effective are the intensive lectures and discussions arranged for certain groups of merchants in the towns and cities. Such practical subjects as advertising, window display, bookkeeping system, etc., are treated by specialists, who, in lecture and conference, apply the principles to the peculiar difficulties of the men who attend the course.

*Teacher-training courses.*—The extension work done for public-school teachers varies from State to State and in many local communities. Sometimes the subject like the junior high school is offered in an extended series of lectures and discussion at intervals of a week or two throughout a year or more; other subjects are offered daily in the evening or afternoon. Most frequently, however, teacher-training courses are given in classes that meet once a week. A large proportion of courses for teachers given in residence are also offered in extension classes.

*Public service.*—Various phrases, such as *public service*, *public welfare service*, *department of general information and welfare*, are used to designate comprehensively certain groups of activities which are not definitely standardized or formal, like correspondence study and class instruction. Surveys, investigations, conferences, exhibits, institutes, publications, and many other devices and activities of university extension can not be readily grouped together in a rigid classification, but they all have one element in common, that of service to the public, a service that is relatively free to any person in the groups directly aided.

*Institutes and short courses.*—Institutes are specially prepared programs on certain topics, devices to inform large groups of people concerning special problems. Short courses are similar to institutes but are usually intended for smaller groups.

A community institute usually involves:

- (a) Conferences with commercial club members and city officials on the chief needs of the community.
- (b) Survey by specialists; preliminary meetings with local committees.
- (c) A program of several days' duration arranged to attract every age and occupational group possible.
- (d) The community problems presented by local men and women and by the university specialists through lectures, exhibits, demonstrations, etc.
- (e) The formulation of plans for meeting the problems and first steps to carry them out.
- (f) Follow-up work from the university.

A trade institute is similar to ordinary conferences held by any association, except that much of the organization is done by the university.

Used by the following universities: Arkansas, Colorado, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Minnesota, Nevada, New Mexico, North Carolina, Utah, West Virginia, and Wisconsin.

*Conferences.*—Frequently universities arrange programs of discussion on topics of interest to special professional groups or of importance to the general public. Such conferences differ from community institutes in that they deal usually with but one general problem and usually they are technical and intensive. However, the conference is sometimes designed to arouse popular interest in some specific problem, such as tax reform, revision of the State constitution, child welfare, and housing.

Used by the following universities: Colorado, Florida, Georgia, Indiana, Iowa, Kansas, Michigan, New Mexico, North Carolina, West Virginia, and Wisconsin.

*General information service.*—The extension staff utilizes the personal and library resources of the university to answer inquiries of all sorts, from specific requests for the facts concerning public utilities, the history of railroad legislation, or communicable disease, to general requests for material on the causes of the war, the problems of reconstruction, the theories of astronomy, or how to equip a home.

Used by the following universities: Arizona, Arkansas, Idaho, Iowa, Kansas, Kentucky, Michigan, Missouri, Montana, Nebraska, New Mexico, Oklahoma, and Utah.

*Business service.*—Various kinds of assistance are rendered business men besides the merchants' short courses, which offer instruction in merchandizing, retail selling, etc. Information on particular business problems is furnished through bulletins, package libraries, and printed circulars. Some extension divisions give direct aid in the organization and development of commercial clubs or chambers of commerce.

Used by the following universities: Arkansas, Colorado, Iowa, Oklahoma, Pittsburgh, Utah, Washington, and Wisconsin.

*Municipal reference.*—Bureaus of municipal reference serve especially officials of town and city. They also cooperate with voluntary associations like civic clubs and chambers of commerce in their work of community development. The bureaus furnish information on special municipal problems. They hold conferences and publish bulletins on municipal affairs.

Used by the following universities: California, Cincinnati, Indiana, Iowa, Kansas, Michigan, Minnesota, Oklahoma, Washington, and Wisconsin.

*Library service.*—Books, pamphlets, and other printed matter are lent to individuals and groups. Some divisions circulate traveling libraries and undertake other work usually done by State library commissions.

Used by the universities of California, Michigan, Nevada, and Wyoming.

*Package library service.*—Small packages of up-to-date printed matter on questions or topics of current public interest are mailed to borrowers in the State. Debatable questions are presented by well-balanced selection of authoritative materials.

Used by the following universities: Arkansas, Idaho, Indiana, Iowa, Kentucky, Missouri, Montana, North Dakota, Oklahoma, Oregon, South Carolina, South Dakota, Virginia, and Wisconsin.

*Discussion and debate service.*—Special debate bulletins are printed and widely distributed. Contests between groups are organized, subjects of discussion suggested, references provided, briefs outlined, printed matter supplied. Most extension divisions assist or direct State high-school discussion leagues. Speakers are furnished to civic clubs, forums, parent-teacher associations, merchants' conferences, city councils, city clubs.

Used by the following universities: Alabama, Arizona, California, Florida, Georgia, Idaho, Indiana, Iowa, Kentucky, Maryland, Michigan, Minnesota, Nebraska, Nevada, New Mexico, North Carolina, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee, Virginia, and Wisconsin.

*Visual instruction.*—The use of motion pictures, lantern slides, maps, exhibits of all kinds for conveying information, for technical instruction, for recreation, entertainment, and esthetic enjoyment. These materials are lent to clubs and institutions and circulated in the State. The following are common types of exhibits: Welfare exhibits on community topics, health, play, recreation, sanitation, gardening, landscape architecture, child welfare, public-health nursing, road building; industrial exhibits, safety appliances, wood and forestry materials, minerals, textiles; art exhibits, framed drawings, etchings, oil paintings, prints, copies of masterpieces.

The motion-picture service has developed under considerable difficulties, chief of which was the lack of a central collecting and distributing center for the whole country. Few universities have the financial resources necessary to support an extensive service. This difficulty has been partially met through an arrangement whereby the United States Bureau of Education maintains a film-distribution service to continue the work started by the temporary visual instruction section of the Federal division of educational extension. In 1919 the division supplied 4,000,000 feet of films to 38 distributing centers, including 29 State university extension divisions.

Used by the following universities: Alabama, Arizona, Arkansas, California, Colorado, Georgia, Idaho, Indiana, Iowa, Kansas, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pittsburgh, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, and Wisconsin.

*Lyceum service.*—Lectures, concerts, and entertainments of various kinds are secured for local committees by the extension division, acting as a clearing house for "talent." Some divisions organize circuits of Chautauquas.

Used by the following universities: Arkansas, Indiana, Kansas, Minnesota, Missouri, Montana, North Dakota, Utah, and Wisconsin.

*Community center.*—Community centers, originally called social centers, are local autonomous organizations designed to increase the number and effectiveness of activities which bring the people of a district together. The general idea behind the community-center movement is that of securing more cooperation between neighbors in the solution of community problems.

Extension divisions assist the movement by holding conferences, and community institutes, conducting investigations and social surveys, furnishing programs, speakers, exhibits, and other aids to local organizations, especially in developing the wider use of the public schools. The Wisconsin division was the first to organize systematic service in this field.

Used by the following universities: Colorado, Indiana, Kansas, Minnesota, North Carolina, Oregon, Texas, and Wisconsin.

*Community drama and music.*—Extension divisions assist local organizations in the development of entertainments, dramatic productions, and group singing, because of their value in encouraging local talent and in improving the tone of community life.

Lists of plays are printed and distributed, as well as practical bulletins giving directions for staging plays and for producing pageants and entertainment programs. Several divisions furnish the services of directors of community singing for special occasions. Others lend phonograph records, descriptions of folk games and dances, and organize literary and musical contests.

Used by the following universities: Indiana, Iowa, North Carolina, North Dakota, Oregon, and Wisconsin.

*Americanization work.*—Cooperation with various agencies in their efforts to assist the foreign born and to promote general understanding of American ideals. Practically all of the work of extension divisions may be regarded as important in this connection. The training of teachers of the foreign born and the holding of conferences for community welfare are two distinct types of Americanization work undertaken by extension divisions.

Used by the following universities: California, Colorado, Indiana, Kentucky, Massachusetts, Minnesota, Pittsburgh, and Wisconsin.

The following is a condensed description of the work of the Massachusetts department of university extension in Americanization:

In July, 1918, the department gave a summer course in "Methods of teaching English to immigrants." The membership of this class consisted of 35 teachers.

Since that time more than 2,000 teachers have been trained to give instruction to non-English speaking men and women. For the further development of this work additional funds were needed. The legislature appropriated \$10,000.

According to the new legislation, cities and towns in Massachusetts are to be remunerated by the State at the end of each school year for one-half of their expenditures for immigrant education, including salaries of teachers.

During the winter classes were conducted in many cities and towns, and in the summer the course in the "Methods of teaching English to immigrants" was repeated, with the addition of a course in "Organization and supervision of Americanization."

Fifty-four cities and towns in Massachusetts were represented, and there were enrolled in addition students from five other States. Last year there was a total enrollment of only 35; this summer the enrollment totaled 111 students.

In addition there were conducted in various cities and towns 28 classes, consisting of foremen, leaders, and others holding responsible positions in different industries.

*Child welfare.*—Like health propaganda, the promotion of child welfare is a widespread undertaking which involves the utilization of practically all university extension devices. The most distinctive activity is the children's health conference, which consists of lectures, conferences, exhibits, physical examination of children, and consultations with parents. The community is given assistance in providing for permanent improvements in local conditions affecting children.

In several cases the divisions cooperate with State boards, child-welfare committees, parent-teacher associations, and other organizations.

Used in the following universities: Colorado, Indiana, Iowa, Kansas, Oklahoma, Texas, and Wisconsin.

*Employment service.*—Several divisions undertake the work of finding positions for university students and graduates, especially the placing of teachers. Other divisions assist incidentally the university officers who have charge of appointments.

Used in the universities of Oregon, Pittsburgh, and Washington.

*Publications.*—The publications of extension divisions are of various kinds. Most often they consist of circulars and pamphlets. Several divisions publish a regular series of bulletins, including announcements, programs, and popular informational discussions or essays on welfare topics. Frequently the proceedings of conferences and reports of surveys and investigations are printed as bulletins.

The extension division of Utah publishes the *Utah Educational Review*; North Carolina issues the *University News Letter*; North Dakota has issued a *News Bulletin*. The *Extension Monitor*, of Oregon, is a well-established periodical. The Washington division printed for a period the *University Extension Journal* as well as a special monthly bulletin entitled *Better Business*.

*Service to schools.*—All divisions cooperate directly with the teachers and officials of the public schools. Special courses of instruction are provided more often for teachers than for any other professional group. Many kinds of special aids to classroom instruction are offered, including visual instruction materials, such as exhibits, maps, lantern slides, and motion pictures, advisory service in problems of school administration, assistance in preparing programs for school meetings, demonstrations of methods of teaching, etc.

Several divisions assist teachers in educational measurements. Others direct reading circle work, train teachers for vocational instruction in cooperation with the Federal Board of Vocational Education, and supervise or direct the training of Americanization workers, Boy Scout masters, Camp Fire guardians, and playground workers. In many States the divisions furnish instructors for county and city teachers' institutes.

The following definitions differ somewhat from those usually given to extension activities. The four activities or methods defined constitute the "Instruments of extension teaching," according to Wm. H. Lighty. In this classification *Extension teaching* is synonymous with *University extension*.<sup>1</sup>

*Correspondence-study teaching.*—The avenue of first consideration in extension teaching is that which addresses itself to those who can and choose to take up systematic, consecutive studies in which there is a continuous teacher and learner rela-

<sup>1</sup> Report of Dean of Extension Division, Univ. of Wis., Madison, 1918. Wm. H. Lighty, acting dean.

tionship. All such work is classified as correspondence-study teaching, whether it is done wholly by mail, and, therefore, at long distances; whether it is done in local class and conference groups; or whether it is conducted through any combination of degrees of use of either method.

*Lyceum teaching.*—The second avenue of university extension is that of lyceum teaching—platform instruction and inspiration.

*Forum teaching.*—The third avenue is found in the forum method of teaching conducted through the department of debating and public discussion.

*Bureau teaching.*—The fourth avenue is through the bureau method of teaching, by which the widest and most far-reaching forms of social leadership and social service are possible. Its methods are the least set or fixed, and its possibilities cover the widest range of educational service, whether through suggestion, stimulation, propaganda, and direction for the advancement of individuals and communities, or in response to the requests for information and instruction on the part of those already conscious of their needs.



## THE CONTENT OF EXTENSION.

Necessarily most discussions of university extension deal with methods, kinds of activities, modes of organization and work, instead of with subjects, topics, and the specific content of instruction and service. Some extension directors believe that this failure to emphasize content is a mistake that might be avoided; that university extension should concentrate its attention on specific interests rather than on methods of teaching and propaganda.

Accordingly, it is contended that the properly organized extension division should have departments similar to those of the university teaching departments of sociology, economics, hygiene, fine arts, and the others. Instead of bureaus of correspondence study and class study in a department of extension teaching, the division should have many bureaus to correspond with the subject taught. Instead of bureaus of general information, public discussion, lectures, and visual instruction in a department of public welfare, the division should have bureaus of health, child welfare, municipal sanitation, food conservation, good roads, community center development, school improvement, markets, consumers' cooperation, and bureaus to correspond to other concerns of prime interest and importance.

There is considerable attraction to this point of view. Extension directors recognize the power of concrete ideas like good health or good roads. The campaign method of doing educational work has its value, and some subjects, like health, readily lend themselves to propaganda methods.

The following two sections on health and engineering are intended to give in some detail a survey of two fields of work which emphasize subject matter rather than method. Similar descriptions could be written of community center service, child welfare work, Americanization, community music extension, and economic betterment.

### EXTENSION IN HEALTH.

One of the first fields of propaganda and instruction through various devices of university extension was that of health. Ever since the beginning of university extension, lectures and popular talks on health topics were given in many States by university instructors. The lectures deal with a large number of subjects, such as the following: Municipal and domestic sanitation, community recreation, water supply, garbage disposal, mental hygiene, medical inspection, physical handicaps of children, child hygiene, care of the teeth, prenatal care, first aid.

Lantern-slide sets, illustrating much the same topics as are treated in the lectures, are lent to individuals and organizations. Some of the more common topics thus illustrated are: Fresh-air schools, care of babies, the house fly, school hygiene.

In addition to lectures and lantern slides on health subjects, extension divisions have developed the exhibit to instruct the public. They have also used motion-picture films, stereoscopic views, microscopic slides, and pictures of every kind, as well as the clinic, the conference, the institute, and other informative methods to acquaint the people with the facts and principles of hygiene, sanitation, and other health problems.

Accordingly, health work of the university extension is not a distinct field, for it merges into various fields of extension practice. It is not practicable to mark off definitely the scope of health extension. It is connected with many general community problems like those of milk supply, water supply, pure food, and with even more general problems like those of play and recreation, child welfare, and home economics. One principle, however, runs through all of the work—the principle that educational propaganda should aim at the preventative rather than the curative handling of disease. Not much attention has been given by the extension divisions to instruction in medicine and surgery and clinical practice, though some attempt has been made to give instruction in practical nursing and the application of physical culture to remedial defects.

#### COURSES IN HEALTH.

The following institutions give general courses of instruction in hygiene and related subjects: University of California, University of Chicago, Indiana University, University of Kansas, Connecticut Valley Colleges, Boston College, University of Missouri, University of Nebraska, University of North Carolina, Columbia University, Peabody College for Teachers, University of Utah, and the University of Wisconsin. In most of these institutions the work is administered by the extension divisions.

New York University offers a correspondence course in public health. The catalogue describes the course as follows:

This course requires one week's residence in New York, the balance of the work being taken by correspondence. A new course begins each year on October 1, but health officers may commence at any time and finish at any time. The minimum number of hours of home study is 300, and the subjects are those selected by the Public Health Council. The reading matter consists of about 3,000 printed pages. Those taking the course must designate at least one month in advance what days are to be spent in the city, so that suitable arrangements may be made for inspections and laboratory work. Those who are able to do so are invited to attend as much of the summer-residence course as possible without extra charge.

The subject matter to be covered may be conveniently grouped as follows: Communicable diseases, bacteriology, legal questions of sanitation and treatment of nuisances, infant and child hygiene, schools, milk, foods, water, sewerage and sewage disposal, housing and industrial hygiene, vital statistics, quarantine, tuberculosis.

The following is a partial list of courses given by different institutions. The courses are offered usually through class extension. Sometimes the classes are given instruction through a series of lectures by several different specialists rather than by a single instructor.

*Boston University.*—Personal and public hygiene.

*University of California.*—First aid, domestic hygiene, Red Cross courses, courses in dietetics, sanitation, eugenics, motherhood, and public health.

*University of Chicago.*—Public hygiene.

*Columbia University.*—Nursing, psychology for nurses and social workers, child hygiene, public health, school hygiene.

*Connecticut Valley Colleges.*—Physiology and hygiene.

*Indiana University.*—Hygiene with special reference to the school child, dietetics, public health.

*University of Kansas.*—Prenatal hygiene, infant hygiene, home nursing, hygiene and sanitation.

*University of Missouri.*—Preventive medicine.

*University of Nebraska.*—First aid, home nursing, surgical dressing, dietetics.

*University of North Carolina.*—School hygiene.

*Peabody College for Teachers.*—Health teaching, health inspection in schools, mental hygiene, health problems.

*University of Utah.*—Public health, preventive medicine, health work in schools.

*University of Wisconsin.*—Home nursing, the prospective mother, the child in health, the child in disease, infants' clothes, study of the human body, health officers' work.

#### SPECIAL COURSES AND OTHER HEALTH WORK.

The extension divisions have developed several types of health instruction in addition to formal courses given in class and by correspondence. These types include vocational courses, expert service in various lines, and special devices for propaganda. The following institutions have such types of service: University of Colorado, Columbia University, Indiana University, University of Iowa, University of Michigan, University of Minnesota, Akron University, and the Universities of Oklahoma, Texas, Utah, Virginia, Washington, and Wisconsin.

*University of Colorado.*—The extension division provides single lectures and lecture courses on health subjects.

Lantern slides on public health are loaned to individuals and organizations in the State.

The division offers a four years' course for physicians and health officials. The work is conducted by correspondence throughout most of the year, supplemented by six weeks of residence work, including laboratory instruction during the summer. Students receive a certificate of public health on completion of the course.

At the sociology conference held at the university part of the sessions are devoted to public health.

Courses in clinical methods are offered to practicing physicians, nurses, and laboratory assistants to physicians.

The bureau of community welfare gives health information and instruction through community institutes and exhibits. Child welfare institutes are conducted in different parts of the State.

*Columbia University.*—The university gives courses in optometry and oral hygiene. The extension division has charge of the premedical work of students in the Long Island College Hospital.

*Indiana University.*—The extension division does propaganda work in health through all of its activities: lectures, exhibits, demonstrations, conferences, and community institutes. It lends a number of lantern-slide sets and motion pictures on health subjects.

The supervisor of play and recreation works directly with the school officials of the State. The proceedings of conferences on play and recreation are published in bulletins.

The division cooperates with the State board of health, the board of State charities, and the State child welfare committee and with other organizations in health education.

The division was the first to cooperate with the Federal Children's Bureau in the weighing and measuring of children of preschool age. The work usually goes by the name of Children's Health Conferences. It was originally done in connection with community institutes held in the smaller cities of the State. Through the State child welfare committee this work was expanded to include most of the features of the children's year program of the Federal bureau.

Surveys of health conditions in small towns are made by university specialists. Some practical investigations of specific health and welfare undertakings in different communities have been made. The division has published a bulletin describing methods of feeding school children.

*University of Iowa.*—The child welfare research station at the university was established to study methods of child conservation. It cooperates with the extension division in disseminating the results of its investigations. The division holds child welfare and general social welfare conferences and institutes, at which considerable attention is given to health.

The social surveys conducted by the division include investigations of local health conditions.

*University of Michigan.*—The extension division offers lectures on a large number of subjects. The public health service includes, besides lectures, dental clinics, laboratory and hospital service, and service of the Pasteur Institute.

*University of Minnesota.*—Short courses are conducted for dentists. Health lectures on 23 different subjects are offered to the public.

*University of Oklahoma.*—The extension division provides lectures on health. It lends lantern slides and other visual materials.

In connection with community institutes and conferences, the division gives instruction in hygiene, sanitation, and child welfare.

*University of Texas.*—The extension division offers lectures by members of the faculty. The division of school interests cooperates with the State public health association in conducting community programs which give considerable attention to health matters.

*University of Utah.*—The extension division conducts State-wide campaigns for the promotion of physical welfare. Short health institutes are held in various parts of the State. The division holds conferences and institutes for child welfare. Most of the work is under the direction of a department of public health and preventive medicine.

The department reports that health institutes were conducted in the spring of 1919 in over 60 different places in the State. The number of lectures given varied from 1 to 21 at the different institutes and a total of over 15,000 people were reached. The department has issued a valuable report on the medical inspection of 346 school children in the Riverside school district of Salt Lake City. A number of bulletins have been issued on health topics. The following is a statement of the policy and methods of the health service.<sup>1</sup>

## POLICY.

- To push the work of health education in every legitimate way.
- To make health education as complete and as far-reaching as possible.
- To be patient with the laity and not expect immediate results, but keep at it.
- To assume an attitude toward the medical profession that will merit their respect, confidence, and cooperation.
- To render a real service to the people of the State.

## WORK.

- To train, not to treat.
- To point the way leading to perfect health.
- To extend a helping hand to those in need of advice or health education.
- To prevent the preventable both in disease and physical defects.
- To create in the minds of all classes a desire for physical fitness.
- To make each generation stronger and better than the preceding one.

## BULLETINS.

Should be as nearly accurate as possible from literary, educational, and scientific standpoints.

Should meet the demands of Utah. They should be adapted to the laity in rural districts rather than the slums of large cities.

Should be comprehensive in presentation, simple in language, and useful in subject matter.

Should aim at building up the reputation of the university for usefulness, not the building up of a practice for the author.

Should be ethical and should be conspicuous for their lack of advertisement either of preparation, methods, or men.

Should be free from criticisms of the medical profession, the nurses, or of anybody. Should breathe a spirit of service and helpfulness, not condemnation.

*University of Virginia.*—The university offers lectures on health subjects. It also sends a special representative to different communities in the State who assists in conducting school hygiene campaigns. He inspects school conditions and advises with officials and patrons.

*University of Washington.*—The extension division conducts graduate medical and dental courses and clinics with the assistance of local specialists.

The division has cooperated with the War Camp Community Service in instruction in social hygiene, also with nurses associations, in teaching the principles of public health nursing.

*University of Wisconsin.*—Most of the health work of the extension division is done through the bureau of health instruction, which conducts a press service, furnishes exhibits, and supplies lectures on health. The division cooperates with the State board of health and the Anti-Tuberculosis Association as well as with other organizations.

<sup>1</sup> Quoted from mimeograph leaflet of the University of Utah, 1919.



The department of general information and welfare conducts community institutes, children's health conferences, and local surveys. During the war the department organized Red Cross home service institutes and chapter courses.

The division publishes attractive bulletins on health subjects. It circulates extensively lantern slide sets, motion pictures, and other visual instruction materials for health propaganda in the State.

#### SUBJECTS OF BULLETINS.

Many extension divisions publish special pamphlets or bulletins dealing with public health, sanitation, and related problems. The following is a short list of a number of bulletins published by different extension divisions:

*Colorado University.*—Protection against typhoid. Municipal water supplies of Colorado. Insanity, its nature and causes.

*University of Iowa.*—Child welfare surveys. Hygienic conditions in Iowa schools. Iowa handbook on child welfare.

*Indiana University.*—How to conduct children's health conferences. Feeding of children at school.

*University of Kansas.*—Constructive juvenile effort in Kansas.

*University of Missouri.*—The feeding of children. Feeding the baby. The house fly.

*University of Oklahoma.*—A healthier world. The conservation of life.

*University of Texas.*—Food for infants and growing children. Pure milk and how to get it. Cleanliness and health.

*University of Utah.*—Infant mortality.

*University of Wisconsin.*—Guarding the public health. Nursing as a vocation. Wisconsin baby week. Some aspects of feeble-mindedness in Wisconsin. Chart on communicable diseases.

#### EXTENSION WORK IN ENGINEERING.<sup>1</sup>

By J. J. SCHLICHER.

Nearly all the extension work done in engineering is offered by the general extension divisions of the various institutions. Only in a few cases are the courses in engineering directly under the management of the engineering departments, and this is usually true of institutions which do not have a fully developed and unified extension system. Where such a system is maintained, and especially in the systems of the State universities, the work in engineering receives the same benefit as other work in the way of lectures, institutes, bulletins, visual instruction, expert advice, etc.

The great bulk of the instruction in engineering, as in other subjects, is given in detached courses. A list of institutions giving such instruction follows. Those marked with a star give a more extensive list of such courses than the others.

University of Arizona, Tucson.

University of Arkansas, Fayetteville.

\*University of California, Berkeley.

University of Colorado, Boulder.

Georgia School of Technology, Atlanta.

University of Idaho, Moscow.

Bradley Polytechnic Institute, Peoria.

\*University of Iowa, Iowa City.

\*Iowa State College of Agriculture and Mechanic Arts, Ames.

\*University of Kansas, Lawrence.

\*Johns Hopkins University, Baltimore.

\*Massachusetts Board of Education, Extension Department, Boston.

Lowell Institute, Boston.

\*Franklin Union, Boston.

<sup>1</sup> This chapter is a copy of a mimeograph bulletin prepared by Dr. J. J. Schlicher for the Division of Educational Extension, U. S. Bureau of Education, May, 1919.

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| *Northeastern College—Y. M. C. A., Boston. | *University of Cincinnati.                      |
| *University of Minnesota, Minneapolis.     | University of Oklahoma, Norman.                 |
| University of Missouri, Columbia.          | Carnegie Institute of Technology, Pittsburgh.   |
| *Washington University, St. Louis.         | Lehigh University, Bethlehem.                   |
| University of Nebraska, Lincoln.           | Lafayette College, Easton, Pa.                  |
| Rutgers College, New Brunswick.            | *Pennsylvania State College, State College, Pa. |
| University of New Mexico, Albuquerque.     | University of Pittsburgh.                       |
| *Polytechnic Institute of Brooklyn.        | Rhode Island State College, Kingston.           |
| *Columbia University, New York.            | Brown University, Providence.                   |
| Union College, Schenectady.                | *University of Texas, Austin.                   |
| Syracuse University, Syracuse.             | *University of Utah, Salt Lake City.            |
| University of North Carolina, Chapel Hill. | University of Washington, Seattle.              |
| University of North Dakota, Grand Forks.   | *University of Wisconsin, Madison.              |
| *University of Akron, Akron, Ohio.         | University of Wyoming, Laramie.                 |

A great number of different courses are offered. Among them the following are offered by three or more institutions. Courses which are not strictly technical, like those in various branches of mathematics, chemistry, and physics, have been omitted, even when they were especially adapted to the needs of engineering students.

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| Automobiles.                           | Plumbing.                                    |
| Architectural drawing and design.      | Reinforced concrete construction and design. |
| Applied mathematics and mechanics.     | Refrigeration.                               |
| Bridge design and construction.        | Railroad curves and earthwork.               |
| Descriptive geometry.                  | Shop practice.                               |
| Engineering mechanics.                 | Surveying.                                   |
| Engines.                               | Strength of materials.                       |
| Electrical machinery.                  | Steam engines and engineering.               |
| Gas engines.                           | Shop mathematics.                            |
| Heating and ventilation.               | Sheet metal work and drafting.               |
| Highway engineering and road building. | Shop drawing and designing.                  |
| Lumber and its uses.                   | Structural design and drafting.              |
| Mechanical drawing.                    | Telegraphy.                                  |
| Machine drawing.                       | Telephony.                                   |
| Machine design.                        | Wireless telegraphy.                         |
| Materials of construction.             | Wiring.                                      |
| Power plant testing.                   |  |

*Courses given by two institutions.*—Automobile electricity, building construction, builder's and carpenter's estimating, engineering materials, engineering mathematics, electrical transmission, electrical power distribution and illumination, electric traction and transmission, electric meters, electric lamps and illumination, foundation and masonry construction, gas producers, irrigation, metallurgy, mining and milling, power plant economics, railroad engineering, sanitary engineering, structural steel drafting and design, structural mechanics, steel building construction, sewage disposal, turbines, testing of materials, works management.

*Courses given by one institution.*—Automobile mechanics, automobile engineering, contracts and specifications, carpenter's and builder's drawing, coal mining, concrete tests, cable telegraphy, construction of electrical apparatus, central electrical stations, compressed air, cupola practice, drainage, electrical shop work, electrical practice, elements of structures, engine testing, electrical drafting, estimating for architects and builders, electric railways, distribution systems, electric measurements, electric engineering mathematics, electrical contracting, electrotechnology, electrical design,

engine running, electrical measuring instruments, electrical equipment of power plants, furniture making, foundry metallurgy, field astronomy, firing, fuels, gas practice, gas engine theory and design, gas engine ignition, gas power, graphics, graphic statics, household electricity, hydraulic engineering, heating and lighting for janitors, instrumental drawing, loft practice, locomotive engineering, locomotive maintenance, locomotive operation, logging railroads, map drawing, mechanical drafting, marine engineering, mechanics of materials, power plant design, power plant calculations, power plant operation, practical physics, pattern making, pavements, practical mechanics, plotting and computing, railroad drawing, seamanship and ordnance, shop mechanics, stationary engines, shop calculations, shop sketching, test methods, wireless telephony, works engineering, water power engineering, water supply.

In addition to these courses, extension work in engineering exhibits several well-defined characteristics which deserve to be mentioned. Most of these are due to the peculiarly close connection between instructional and occupational work in this line.

*Part-time courses.*—Various ways are adopted of combining the two. A variation, usually an abbreviation, of the regular four-year course is sometimes given, usually in the evening, to those who are employed during the rest of the day. Lowell Institute (Boston), under the auspices of the Massachusetts Institute of Technology, conducts a free evening school for industrial foremen, comprising an electrical, a mechanical, and a building course. Northeastern College (Boston Y. M. C. A.) offers two four-year courses—a part-time day course and an evening course—in mechanical, civil, structural, electrical, and chemical engineering. The University of Minnesota extension division gives groups of courses in architecture and in civil, mechanical, and electrical engineering. The work is given in the evening and extends over two to three years. The University of Wisconsin extension division suggests various groupings of its engineering courses, the groups consisting of from 4 to 10 courses each. The combinations are determined by the special requirements of some occupation. Thus there is a machine-design group, a gas-engine group, a refrigeration group, etc.

*Cooperation.*—An extensive form of cooperation, not usually classed as extension work, is carried on in engineering by the municipal universities of Cincinnati and Akron, and the Georgia School of Technology. This is the well-known plan of dividing the students into two sections, which alternate, two weeks at work and two weeks in the class. The requirements for entrance and graduation are virtually the same as for students taking the regular four-year course. Naturally, more time is required to complete the course. In the University of Cincinnati five years are fixed as the length of the course on the cooperative plan, the work continuing through 11 months of the year. A similar arrangement exists at the Georgia School of Technology.

The two institutions in Ohio, being supported by the cities in which they are located, also perform an extensive service in giving expert advice and in cooperating along this line with the industries of the city and with the city government. A similar form of cooperation exists in the University of Pittsburgh and New York University. The extension evening classes of the Georgia School of Technology are supported by appropriations granted by the city council of Atlanta.

*Mining courses.*—Several institutions which have not hitherto gone extensively, if at all, into the field of extension work, maintain a special form of this work in connection with the mines of the State. This is true of the Universities of Arizona, Kentucky, Nevada, and West Virginia, and of Pennsylvania State College.

In Arizona this work is conducted by the State Bureau of Mines, which is under the direction of the board of regents of the university. In addition to its more technical work, the bureau makes a study, for example, of recreation, organizations, and living conditions at the mines, and maintains a free film service and an information service. Some members of its staff are constantly in the field.

In Kentucky, classes are formed at the mines by the department of mines and metallurgy of the university. Besides lectures to disseminate information on the mineral resources of the State, courses of study are mapped out for the classes, examinations are given, and a certificate is awarded for the satisfactory completion of the work.

The Tonapah (Nevada) School of Mines gives secondary instruction in mining and milling subjects for those who wish to advance themselves without giving up their regular vocations. Classes are taught morning and evening to accommodate those changing shifts.

The engineering extension department of Pennsylvania State College cooperates with shop officers, the Y. M. C. A., the railroads, chambers of commerce, trade-unions, etc., in organizing classes and supplying books and instructors in engineering for men engaged in work, especially those who have not had a high-school education. Each course consists of 20 weekly assignments. The chief aim is to present the fundamentals of engineering in each case. A number of such courses are offered in mechanical, electrical, civil, and industrial engineering.

In West Virginia, instruction in mining centers is carried on jointly by a university instructor and a local instructor, usually a superintendent or foreman at the mine. The instructor from the university visits each center once or twice a month, giving supplementary lectures and demonstrations, and showing slides and films. Safety, sanitation, domestic science, etc., are also emphasized.

*Institutes.*—Professional institutes and short courses and expert information are often given, even by institutions which have no extension organization. Thus the Georgia School of Technology gives a three days' course in highway engineering for practicing engineers, and sends special information on request. The department of ceramic engineering in the University of Illinois offers a two weeks' industrial course in the principles underlying the manufacture of clay products, in cooperation with the clay and allied industries. It consists of lectures, laboratory work, practice in firing kilns, and discussion. The University of Michigan offers the advantages of its municipal, sanitary, and highway laboratories to the people and municipalities for making tests of materials, water, etc. A week's course in highway engineering is also given, consisting of lectures by experts. The University of Nevada gives a four weeks' prospector's course in prospecting, assaying, hygiene, etc., and laboratory work. The University of West Virginia conducts a four-day conference on good roads at the university, followed by a three-day school for general instruction in various parts of the State.

Work along all these lines is, of course, done by other institutions also, which maintain a complete extension system, including class and lecture work, a general information service, institutes, and conferences, visual instruction, etc. This includes the State universities listed and the Iowa State College of Engineering and Mechanic Arts, which has also established an extension system on the same lines as the State universities.

### THE EXTENT OF EXTENSION SERVICE.

The activities of general university extension are exceedingly varied, and, with the exception of correspondence study and class study, not very definitely standardized. Accordingly, it is very difficult to give exact figures on the extent of service and the number of people served through the various activities. Even in the case of extension centers and classes held in different cities of the State, enrollment figures are hard to classify. In some institutions students in extension classes are listed informally, and do not appear in the statistical tables of the university. This is especially true of lecture courses in subjects not given for credit. Fairly exact figures can be obtained for correspondence-study students, though even here the same difficulty appears as in the case of class extension. Frequently students take correspondence-study courses without any intention of securing credit, and their names may not be listed in the enrollment figures. In addition, correspondence students may register any time in the year, and frequently they obtain extension of time, so that at any one date it can not be stated with exactness how many bona fide students are taking work.

Perhaps the best way to indicate the number of correspondence students in a single institution is to give a summary statement of all those who have enrolled during a certain period. For example, the correspondence-study department of Chicago reported May 1, 1919, that it has reached nearly 21,000 persons during the past 27 years. It is offering 450 credit courses in 40 different subjects. "It has made higher education possible to tens of thousands through pioneer work in university extension."

The Massachusetts department of university extension reports that in the courses by correspondence and the courses taken in classes the potential active enrollment on March 1, 1919, was 13,827. The enrollment from the establishment of the department, in January, 1916, to March 1, 1918, totaled 22,115.

The table following is a compilation of some of the reports furnished, September, 1919, in response to a questionnaire concerning the estimated number of persons served by extension divisions. Other reports contained figures which did not lend themselves to classification. In most cases the figures given in the table are necessarily approximate. They do not give a complete estimate of all the services, because data are seldom available for all items covered by the column heads. They include only the work of the organized extension services and not that of the university as a whole.



Column 2 includes all credit and noncredit extension class instruction and correspondence study of all kinds.

Column 3 includes lectures, single and in series, concerts, chautauquas, etc.

Column 4 includes all slides, films, exhibits, expositions.

Column 5 includes all services to clubs, package-library service, debates, etc.

Column 6 includes institutes, conferences, short courses, consultations.

Column 7 gives number of requests for information answered (other than by package libraries), and includes municipal reference, special bibliographies, etc.

*Estimated number of persons served by 17 institutions, in the activities named, 1918-19.*

Extension division or service.	Extension classes and correspondence study.	Lectures, concerts, etc.	Visual instruction.	Discussion and club service.	Institutes and conferences.	General information.	Number of copies of bulletins distributed.
University of Arkansas.....	1,584	(1)	185,000	1,900	(1)	15,000	60,000
College of the City of New York.....	2,660	25,500	(1)	(1)	(1)	(1)	(1)
University of Denver.....	258	20,000	(1)	1,400	(1)	(1)	8,500
Indiana University.....	2,258	26,100	43,000	19,989	101,250	3,000	30,000
University of Iowa.....	150	8,000	18,000	1,000	2,500	1,500	50,000
Massachusetts commission.....	1,184	(1)	(1)	(1)	(1)	(1)	(1)
Massachusetts department of university extension.....	15,450	(1)	(1)	(1)	3,500	600	50,000
University of Michigan.....	2,400	90,000	50,000	35,000	(1)	5,000	8,000
University of Missouri.....	607	7,500	10,000	15,000	(1)	2,000	5,000
University of Montana.....	130	20,000	12,000	1,635	(1)	121	500
University of Oklahoma.....	3,111	119,200	360,000	168,000	480	1,800	251,400
University of Oregon.....	1,400	120,000	80,000	15,000	1,000	800	25,000
Pennsylvania State College.....	3,900	(1)	(1)	(1)	300	500	2,000
University of Pittsburgh.....	437	13,000	607,502	31,800	(1)	(1)	50,000
University of South Dakota.....	400	(1)	5,000	5,500	(1)	(1)	1,500
University of Texas.....	1,360	50,000	116,100	488,445	18,500	23,801	290,000
University of Virginia.....	(1)	30,000	15,000	40,000	20,000	2,500	35,000
Total.....	36,285	529,300	1,481,602	819,709	147,510	56,622	

<sup>1</sup> Activity not undertaken, or no report.

<sup>2</sup> Correspondence study not included.

<sup>3</sup> Classes not included.

<sup>4</sup> 236 schools served.

<sup>5</sup> Figures for 1917-18.

<sup>6</sup> Includes only class instruction and not other extramural work.

<sup>7</sup> Includes 16 institutions.

<sup>8</sup> Includes 12 institutions.

<sup>9</sup> Includes 13 institutions.

<sup>10</sup> Includes 8 institutions.

The following tabulated statements of the work of several extension divisions indicate approximately the number of persons affected by the different services.

#### UNIVERSITY OF MINNESOTA, EXTENSION DIVISION, 1917-1919.

Number of semester registrations in evening extension classes.....	5,118
Number of registrations in short courses.....	505
New registrations in correspondence courses.....	386
Towns having lyceum courses.....	354
Entertainments given on these courses.....	1,684

Single date addresses of various kinds.....	92
Towns using lantern slides.....	94
Sets of lantern slides used by these towns.....	622
Towns using drama service.....	360
Plays sent out to these towns.....	3,105
Towns served by the Municipal Reference Bureau.....	125
Inquiries answered by the Bureau.....	500

## UNIVERSITY OF NORTH CAROLINA, BUREAU OF EXTENSION, 1918.

University news letter carrying results of economic and social surveys, weekly issues.....	12,000
Debaters in the High School Debating Union, 150 schools, 600 debaters, audience.....	75,000
War information leaflets, stimulating patriotism.....	60,000
After-the-war information leaflets, concerning reconstruction..... total issue.....	10,000
Good roads institute for commissioner, engineers, etc..... attendance.....	125
Federated Women's Club members enrolled in study courses.....	825
Books and pamphlets lent in package library service.....	3,219
Lectures delivered on 185 occasions.....	50,000
Community centers organized.....	5
North Carolina yearbook containing State studies..... total issue.....	2,500
Municipal reference service, film service, community drama service, persons affected.....	10,000

## UNIVERSITY OF OKLAHOMA, EXTENSION DIVISION, MAY 1, 1919.

Correspondence study.....	861
Extension classes:	
Extension classes.....	39
Community classes held (27), enrollment.....	213
Study clubs organized (8), enrollment.....	213
Total number of classes.....	465
Entertainment:	
Extension lectures.....	1,446
Extension concerts.....	526
Total attendance.....	197,200
Visual instruction:	
Visual instruction lectures and slides circulated.....	34,300
Conferences.....	300
Discussion and club service:	
Traveling libraries circulated.....	103
Debating class.....	203
Extemporaneous speaking, number of schools.....	222
Package libraries, number distributed.....	1,028
Current topics study, students enrolled.....	7,408

## UNIVERSITY OF PITTSBURGH, UNIVERSITY EXTENSION DIVISION, 1917-18.

Extra mural instruction department:	
Centers for credit courses.....	11
Centers for lecture courses.....	12
Courses given for credit.....	19
Students taking credit courses.....	345
Noncredit attendance at courses.....	1,732
Total.....	2,077

## Public service department:

## Lecture bureau—

Lectures.....	1,342
Total audiences.....	290,095

## Package library bureau—

Briefs and bibliographies prepared.....	104
Loan libraries.....	103

## Visual bureau—

Centers using films.....	107
Exhibits.....	779
Attendance.....	503,269
Centers using slides.....	79
Exhibitions.....	632
Attendance.....	184,241

## Appointment bureau—

## Teacher's branch—

Positions secured.....	213
Applicants placed.....	198
Amount of salaries.....	\$159,119

Undergraduate branch, students placed.....	1,208
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## Relations bureau—

Interscholastic literary contest omitted.

Conference with secondary school principals held.

Ninth annual conference of college, normal and secondary schools held.

## UNIVERSITY OF WYOMING, EXTENSION DIVISION, 1917-18.

The following is taken from the official report published in the catalogue of the University of Wyoming:

## STUDENTS IN RESIDENCE.

In graduate standing.....	2	Winter course.....	3
Seniors.....	26	Radio-buzzer class.....	27
Juniors.....	26	Summer school of 1917.....	261
Sophomores.....	54		
Freshmen.....	77		633
Special.....	44	Less names counted more than	
Nurses training school.....	3	once.....	30
University high school.....	68		
Music (not taking other subjects)....	42		603

## EXTENSION.

Correspondence study department..	239	Training for industrial teachers.....	11
Extension study (Cheyenne), physical training for women.....	42	Total.....	292

Attendance at extension lectures, teachers' institutes, farmers' institutes, short courses, etc., is not counted in registration statistics. Careful estimates indicate that direct educational service of all kinds has been given in 1917-18 to about 26,000 persons.

## THE UNIVERSITY EXTENSION MOVEMENT.

## MASSACHUSETTS DEPARTMENT OF UNIVERSITY EXTENSION.

The following tables are taken from the third annual report of the department:  
Summary of total enrollment of students throughout the Commonwealth according to type of instruction—correspondence, class, and group. The period covered, January 19, 1916, when first student was enrolled, to November 30, 1917:

	Men.	Women	Total.
Total correspondence enrollment.....	6,865	1,009	3,874
Total class enrollment.....	1,662	1,482	3,144
Total group enrollment.....	73	14	87
Total enrollment.....	4,600	2,505	7,105

Number of students who have completed courses since establishment of the department:

	Men.	Women	Total
Completed with certificates:			
In correspondence courses.....	370	123	493
In classes.....	249	352	601
In groups.....	9		9
Subtotals.....	628	475	1,103
Completed without certificates:			
In correspondence courses.....	59	31	90
In classes.....	49	88	137
In groups.....	6		6
Subtotal.....	114	119	233
Grand total.....			1,336

## MASSACHUSETTS COMMISSION ON EXTENSION COURSES.

## REGISTRATION IN COURSES, 1917-18.

Botany.....	21	German.....	34
Economics.....	49	History.....	103
Education.....	81	International law.....	18
English.....	580	Music.....	77
Fine arts.....	30	Spanish.....	73
French.....	114	Zoology.....	17
Geography.....	108		
Geology.....	40	Total.....	1,345

Since the establishment of the commission in 1910 the number of courses given each year and the registrations have been as follows:

	Courses.	Registration.		Courses.	Registration.
In 1910-11.....	16	863	In 1915-16.....	24	1,544
In 1911-12.....	17	1,150	In 1916-17.....	21	1,435
In 1912-13.....	21	1,060	In 1917-18.....	29	1,345
In 1913-14.....	19	1,127	In 1918-19.....		1,184
In 1914-15.....	24	1,309			

## REED COLLEGE, EXTENSION DIVISION.

## TOTAL ATTENDANCE.

In 1911-12.....	3,360	In 1915-16.....	17,158
In 1912-13.....	6,577	In 1916-17.....	48,060
In 1913-14.....	11,288	In 1917-18.....	27,412
In 1914-15.....	13,547		

# THE EXTENT OF EXTENSION SERVICE.

65

In extension lectures 88 courses have been given. Extension courses are open to everybody in Portland. Nineteen courses were given in seven different places in 1917-18.

## INDIANA UNIVERSITY, EXTENSION DIVISION.

Registrations, Bureau of correspondence study, 1912-1919.....	1,519
Hours of credit earned by correspondence study, 1917-18.....	310
Hours of credit earned by correspondence study, 1918-19.....	354
Courses completed by students in English, French, journalism, political science, and 15 other departments or subjects.....	811
Class instruction, 1918-19:	
Students in Indianapolis center, first semester.....	425
Students in Indianapolis center, second semester.....	370

Total..... 795

Students in Fort Wayne center, first semester, 1917-18.....	179
Students in Fort Wayne center, second semester.....	246

Total..... 425

Total, 1918-19, second semester.....	311
Students in classes at New Castle and 11 other cities, 1918-19.....	273

## Public welfare service, 1918-19:

Children tested.....	100,000
Attendance at Red Cross institutes and chapter courses.....	250
Schools enrolled in discussion league.....	175
Approximate attendance at league contests.....	18,000
Approximate attendance at lectures arranged by speakers' bureau.....	25,000
Lecture series and institutes, attendance.....	1,100
Welfare and art exhibits circulated (29), number of exhibitions.....	158
Package libraries and club study outlines supplied.....	1,969
Number of lantern slides lent.....	19,057
Approximate attendance.....	27,500
Informational bulletins published (10), copies distributed.....	30,000

## UNIVERSITY OF WISCONSIN, EXTENSION DIVISION.

Correspondence enrollments, 1916-1918.....	12,923
Package libraries lent, 1917-18.....	6,663
Requests for information answered by Municipal Reference Bureau, 1916-1918.....	1,494
Cities served by Municipal Reference Bureau.....	128
Registration in classes for postgraduate medical instruction, 1918.....	247
Lectures by faculty members, 1917-18.....	551

July 1, 1918, to May 1, 1919.

Correspondence and class instruction, total enrollment, May 1, 1919.....	43,413
Lectures, concerts, etc., 1917-18, attendance.....	451,700
Visual instruction, estimated attendance.....	1,932,000
Individuals served by package library service.....	169,571
Attendance at readjustment institutes and conferences.....	11,356
Number of requests for information answered by information department.....	2,115

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There are 648 spots on this map. Each spot represents a Wisconsin community in which some service of the extension division was used in one or more ways during the biennium 1914-1916.

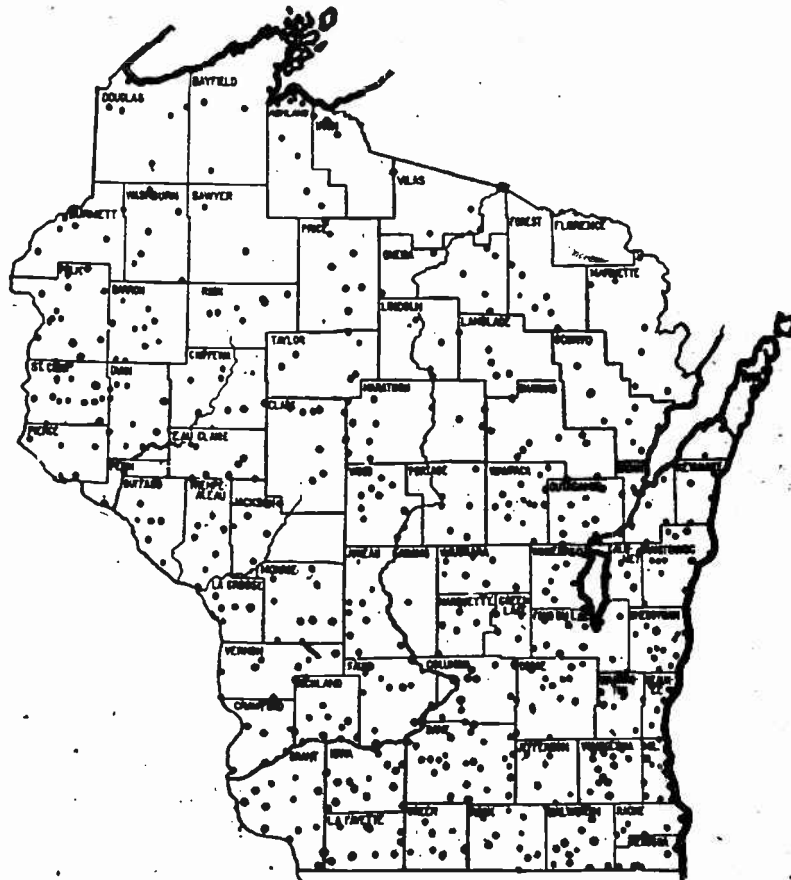


CHART 2.—Distribution of package library service for the biennium 1914-1916. The University of Wisconsin, University Extension Division, Department of Debating and Public Discussion.

*Explanation.*—“Each spot represents 1 to 50 packages lent. In 45 cities over 50 packages were lent.”

Number of package libraries lent in biennium 1914-1916 ..... 11,136

Number of package libraries lent in biennium 1912-1914 ..... 6,570

Number of package libraries lent in past 7 years ..... 24,112

Increase in the number of packages lent during the biennium over the preceding biennium was 4,566, or 68 per cent. Number of packages lent in the past biennium was 48 per cent of the total lent in seven years.

Packages were sent out at an average rate of 18 a day during 1914-1916.

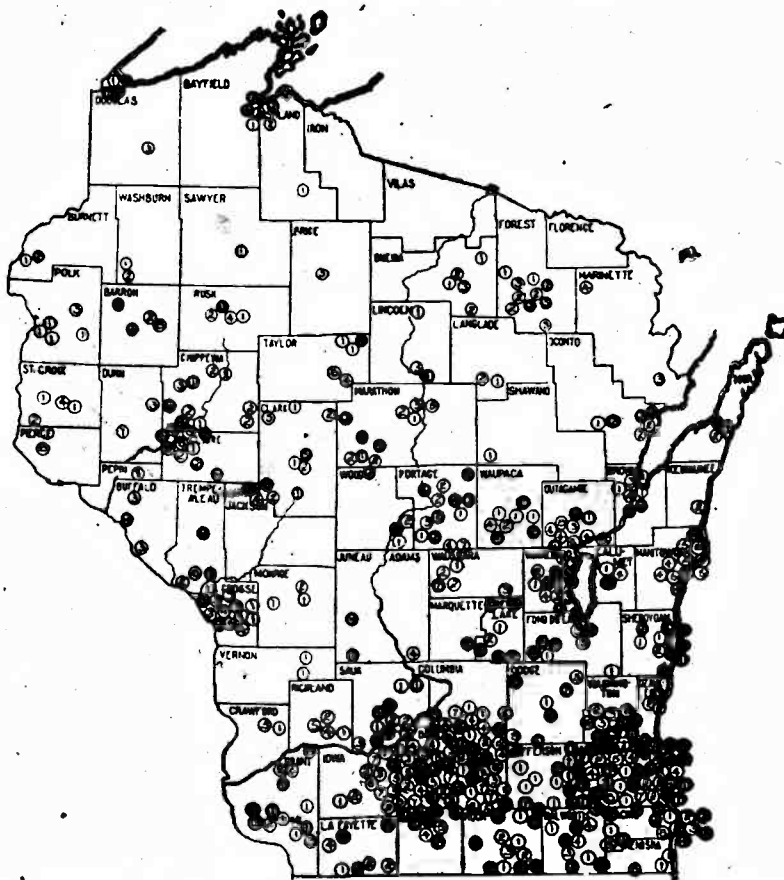


CHART 3.—Noncircuit or direct service in educational lantern slides and motion-picture films, 1915-1916. University of Wisconsin, The University Extension Division, Bureau of Visual Instruction.

Explanation.—*White spots*, slide service; *black spots*, film service. Spots represent schools and other organizations. Numbers indicate sets of slides or reels of film, July 1, 1915, to July 1, 1916. Represent service to 260 different places, 466 organizations; 89,625 slides, 1,499 reels of film shown. (These figures are gross—the totals of frequent relendings.)

WHAT THIS SERVICE WOULD HAVE COST IF RENTED.

Based on an average commercial charge of 5 cents each for slides, \$1.50 a reel for films.

1914-1915:		
43,676 slides at 5 cents each.....		\$2, 104
470 reels of film, at \$1.50 each.....		705
1915-1916:		
89,625 slides at 5 cents each.....		4, 481
1,499 reels of film, at \$1.50.....		2, 248
Total.....		9, 628

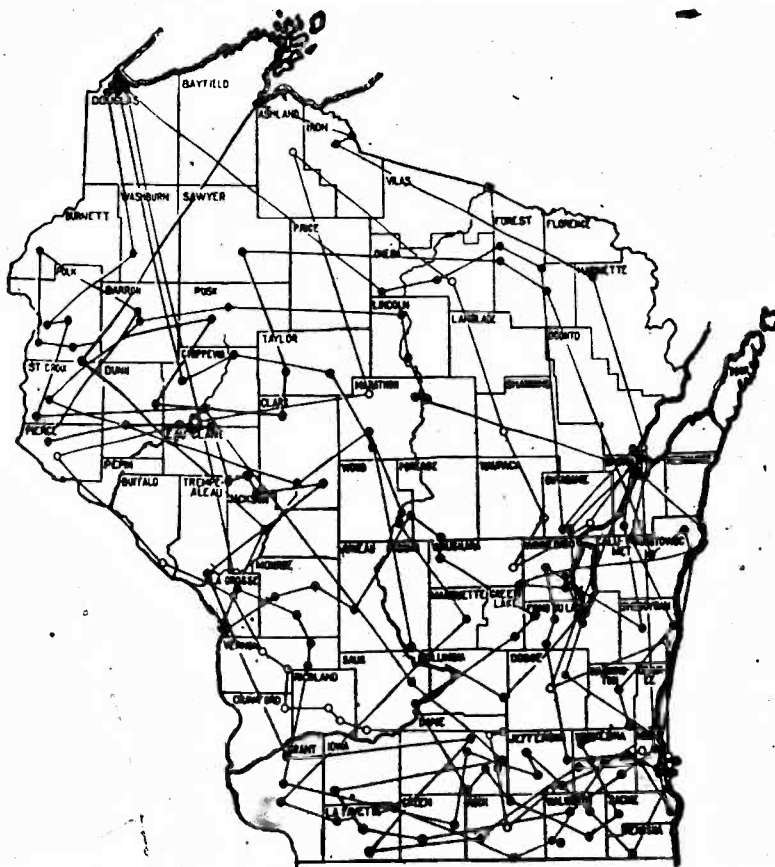


CHART 4.—Routing circuit service in educational lantern slides and motion picture films. University of Wisconsin, The University Extension Division, Bureau of Visual Instruction.

Explanation.—Each spot represents one package weekly from November 1, 1915, to May 1, 1916. "Six circuits with 27 to 33 communities on each circuit."

Total number of slides in use, 13,808. Total number of slides shown on all, 400,820. Total number of reels of film in use, 120. Total number of reels of film shown on all, 3,617.

WHAT THIS SERVICE WOULD HAVE COST IF RENTED.

Based on an average commercial charge of 5 cents each for slides, \$1.50 a reel for films.

1914-15:	
7,200 slides used an average of 35 times each during season	\$12,600
60 reels of film used an average of 35 times each during season	8,150
1915-16:	
13,808 slides used an average of 29 times during season	30,021
120 reels of film used an average of 29 times during season	5,220
Total	40,991

## . DIRECTORY OF GENERAL EXTENSION SERVICES.

The following list of institutions and extension activities is fairly complete and approximately accurate. The information was obtained from catalogues, announcements, and correspondence.

Since this bulletin is concerned chiefly with university extension, no attempt was made in compiling the directory to include all the agricultural colleges and the normal schools.

### *Institutions and extension activities.<sup>2</sup>*

State, institution, place, officer in charge.	Activities.	Remarks.
Alabama: University of Alabama, University, J. S. Thomas, director extension division.	Extension lectures, debating and public discussion.	\$10,000 appropriation for expansion, 1919.
Arizona: University of Arizona, Tucson, F. O. Lockwood, director extension division.	Lectures, correspondence study, general information service, field work by bureau of mines, debating and public discussion.	Organized 1912, reorganized 1919.
Arkansas: University of Arkansas, Fayetteville, B. C. Riley, director general extension division.	Correspondence study, club study, class study, lectures, concerts, visual instruction, package libraries, community institutes, general information, news service.	Organized 1914-15.
California: University of California, Berkeley, L. J. Richardson, director extension division.	Class instruction, lectures, public discussion and club service, municipal reference, general information, visual instruction.	Organized 1906, reorganized 1913.
California: Humboldt State Normal, Arcata, N. B. Van Matre, principal.	Correspondence instruction department, service of field supervision.	Organized 1917.
California: Junior College, Riverside, A. G. Paul, director of extension.	Extension classes, lectures.	
Colorado: University of Colorado, Boulder, Lorán D. Osborn, director extension division.	Correspondence instruction, class instruction, vocational instruction, lectures, visual instruction, community welfare, business and commercial development, library service, municipal reference publications.	Organized 1912; cooperates with two other State institutions.
Colorado: University of Denver, University Park, D. E. Phillips, director of extension college.	Extension classes and lectures for teachers, discussion, and club service.	Extension college, supported by tuition fees.
Colorado: Colorado State Teachers College, Greeley.	Correspondence study, group study courses, institutes, reading circles, surveys.	Cooperates with university and normal school.
Colorado: Colorado State Normal School, Gunnison, Grant Rutland, acting president.	Group study, correspondence study, reading circles, rural demonstration.	Cooperates with university and teachers' college.
Delaware: Delaware College, Newark, E. V. Vaughan, chairman committee on extension.	Extension lectures, movable house economics schools, service bureau, evening classes.	
District of Columbia: George Washington University, Washington, W. M. Collier, president.	Extension lectures, classes.	Double sessions to accommodate Government employees.
District of Columbia: Howard University (colored), Washington, J. S. Durkee, president.	Correspondence study.	
Florida: University of Florida, Gainesville, A. A. Murphree, president.	Conferences, lectures, correspondence study, employment bureau, debating, institutes.	\$56,000 appropriated by legislature in 1919.
Florida: Florida State College for Women, Tallahassee, Edward Conradi, president.	Conferences, lectures, correspondence study, employment bureau, debating, institutes.	
Georgia: University of Georgia, Athens, D. C. Barrow, president.	Lectures, discussion service, institutes, conferences.	
Georgia: State Normal School, Athens.	Correspondence study.	

<sup>1</sup> The directory is a revision of a mimeograph bulletin prepared by J. J. Schlicher.

<sup>2</sup> See succeeding pages for fuller tabulation of activities of State university extension services.



*Institutions and extension activities—Continued.*

State, institution, place, officer in charge.	Activities.	Remarks.
Idaho: University of Idaho, Moscow, E. H. Lindley, president.	Correspondence study, lectures, visual instruction, package libraries, public discussion, general information, welfare service.	Extension division organized 1914-15; at present the work has been partially discontinued because of insufficient funds.
Idaho: State Normal School, Albion, G. A. Axlino, principal.	Correspondence study.....	
Idaho: State Normal School, Lewiston, O. M. Elliot, principal.	Correspondence courses.....	
Illinois: University of Illinois, Urbana, E. J. James, president.	Advisory service in community problems, engineering short courses, movable schools, lectures.	
	Lectures; debate and discussion...	
Illinois: Knox College, Galesburg, J. L. McConaughy, president.	Correspondence courses, extension classes; conferences; public lectures.	Organized 1892; offers 430 courses in 40 different subjects.
Illinois: University of Chicago, Chicago, H. F. Mallory, secretary extension division; O. W. Caldwell, dean of University College.	Extension classes.....	
Illinois: Bradley Polytechnic Institute, Peoria, T. C. Burgess, president.	Classes, institutes, teacher placement.	
Illinois: Western Illinois State Normal School, Macomb.	Correspondence study, class instruction, extension lectures, conferences, public discussion, package libraries, general information, community institutes, visual instruction, surveys and investigations; welfare service; publications.	Center offices in Indianapolis, and Fort Wayne. Organized 1912; reorganized 1914.
Indiana: Indiana University, Bloomington, J. J. Pettijohn, director extension division.	Classes.....	
Indiana: Butler College, Indianapolis, J. W. Putnam, director extension courses.	Correspondence courses.	Organized 1913.
Indiana: Goshen College, Goshen.	Municipal service, business service, public discussion, educational service, visual instruction, child welfare work, public health service, patriotic league, correspondence study, conferences, publications.	
Iowa: University of Iowa, Iowa City, O. E. Klingman, director extension division.	Engineering extension, vocational courses, technical institutes, trade courses, bureau of technical service, correspondence study, extension classes, visual instruction.	Organized 1906, reorganized 1913. Ten-day courses held in six cities.
Iowa: Iowa State College, Ames, R. A. Pearson, president.	Study centers, institutes, extension summer schools, lectures, concerts, lantern slides.	
Iowa: Iowa State Teachers College, Cedar Falls, J. C. McIlade, director extension division.	City extension classes, home study by correspondence.	
Iowa: Des Moines College, Des Moines, J. A. Earl, president.	Home-study courses.....	
Iowa: Drake University, Des Moines, A. Holmes, president.	Correspondence study, package libraries, club service, general information, lectures, concerts, municipal reference, child welfare work, visual instruction, short courses, institutes, conferences.	Organized 1909.
Kansas: University of Kansas, Lawrence, H. G. Ingham, director extension division.	Appointments; educational measurements; correspondence study, lectures, visual instruction, service bureaus.	Organized 1914.
Kansas: State Normal School, Emporia, C. W. Salsar, director extension division.	Reading courses, vocational courses, home-study service.	Work done in addition to regular agricultural extension.
Kansas: State Agricultural College, Manhattan, W. M. Jardine, president.	Assistance in debating and discussion.	
Kansas: Ottawa University, Ottawa, S. E. Price, president.	Correspondence study, short courses in engineering, lectures and institutes, public discussion, package libraries, club service, general information, welfare service, class instruction in mining.	Organized 1917-18.
Kentucky: University of Kentucky, Lexington, Wellington Patrick, director extension division.		

## THE UNIVERSITY EXTENSION MOVEMENT.

## Institutions and extension activities—Continued.

State, institution, place, officer in charge.	Activities.	Remarks.
Kentucky: Berea College, Berea, M. E. Vaughn, superintendent extension department.	Lectures and demonstrations, traveling libraries, religious work.	
Louisiana: Tulane University, New Orleans, J. A. Lyon, chairman committee on extension.	Extension classes, work in agriculture and home economics.	
Louisiana: Louisiana State Normal School, Natchitoches, director extension department.	Employment, institutes, advice to teachers, extra-mural classes, correspondence study.	
Maine: University of Maine, Orono, K. J. Aley, president.	Correspondence study, assistance in debating.	
Maryland: Johns Hopkins University, Baltimore, E. S. Buchner, director of extension.	Extension classes in education: business economy and technical subjects given in evening classes; visual instruction.	Credit courses for teachers given first in 1909; special classes have been held since 1890.
Maryland: Maryland State College, College Park, Thomas B. Symonds, director general extension service.	Correspondence study, assistance in debating, package libraries, lectures.	Organized 1919.
Massachusetts: State board of education, Boston, J. A. Moyer, director department of university extension.	Extension classes, correspondence study, information service, surveys.	71 Established 1915-16.
Massachusetts: Commission on extension courses, Cambridge, J. A. Ropes, chairman of the commission.	Extension classes; courses carry credit toward the degree of associate in arts. The commission cooperates in the administration of the school of social work.	Established 1910; the commission represents 10 institutions.
Massachusetts: Harvard University, Cambridge, J. A. Ropes, dean of School of Arts and Sciences.	Conducts summer school of arts and sciences, shares in work of commission on extension courses, offers degree of associate in arts, gives extension courses in medicine.	Reorganized 1910, admission of special students is regarded as a branch of extension work.
Massachusetts: Lowell Institute, Cambridge, Prof. Charles F. Park.	Free evening lectures and extension classes.	
Massachusetts: Boston Museum of Fine Arts, Huger Elliot, supervisor of educational work, Boston.	Lectures on art.	
Massachusetts: Franklin Union, Boston, Walter B. Russell, director.	Evening and Saturday extension classes in technical subjects.	
Massachusetts: Simmons College, Boston.	Extension classes.	
Massachusetts: Boston University, Boston, Prof. A. H. Rice, director.	Extension classes in college subjects.	
Massachusetts: School for Social Workers, Boston, Prof. J. R. Brackett, director.	Lectures on social and community subjects.	
Massachusetts: Lowell Textile School, Lowell.	Evening classes bearing directly upon their daily work for those employed in textile industries.	
Massachusetts: Massachusetts State Normal School, North Adams.	Correspondence study.	
Massachusetts: Connecticut Valley Colleges, Amherst, Charles W. Hobbs, executive secretary.	Extension classes, mainly in collegiate subjects.	Amherst, International Y. M. C. A., Massachusetts Agricultural College, Holyoke College, Northfield Schools and Smith College, in cooperation with the Massachusetts Board of Education.
Massachusetts: Williams College, North Adams, I. Freeman Hall, superintendent.	Extension classes.	
Michigan: University of Michigan, Ann Arbor, W. D. Henderson, director extension division.	Lectures and class instruction, visual instruction, public speaking and debating, library service, package libraries, conferences, school service, museum extension, municipal reference, advisory and other service in public health, engineering, etc.	Organized 1911.
Michigan: Michigan College of Mines, Houghton.	Extension lectures.	
Michigan: State Normal College, Ypsilanti.	Lectures, classes, correspondence study.	
Minnesota: University of Minnesota, Minneapolis, R. R. Price, director extension division.	Correspondence instruction, class instruction, short courses, municipal reference, lectures, lyceum, institutes, debating, community center and other welfare service.	Reorganized 1913.

# DIRECTORY OF GENERAL EXTENSION SERVICES.

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## Institutions and extension activities—Continued

State, institution, place, officer in charge	Activities	Remarks
Mississippi: University of Mississippi, University, J. N. Powers, chancellor.	Extension courses, lectures.	
Mississippi: Mississippi Agricultural and Mechanical College, Agricultural College, F. P. Gaines, director service bureau.	Correspondence study, general information, visual instruction, package libraries.	In addition to agricultural extension.
Missouri: University of Missouri, Columbia, C. H. Williams, director extension division.	Correspondence study, class instruction, lectures and lecture courses, lyceum service, public information service, package libraries, engineering extension.	Organized 1910, reorganized 1913. School of Social Work at St. Louis.
Missouri: State Normal School, Cape Girardeau, W. S. Dearmont, principal.	Correspondence courses, extension center, courses and public lectures, school service bureau.	
Missouri: Washington University, St. Louis, F. W. Shipley, director extension courses.	Courses in business, technical and other subjects, lectures.	
Montana: University of Montana, Missoula, E. O. Sisson, president.	Correspondence study, class instruction, lectures and lecture courses, lyceum service, public information service, package libraries, engineering extension.	Organized 1910, reorganized 1913.
Montana: Montana State School of Mines, Butte, C. H. Bowman, president.	Correspondence courses.	
Nebraska: University of Nebraska, Lincoln, A. A. Reed, director extension division.	Correspondence study, class instruction, lectures, debating and public discussion, general information, welfare service, visual instruction, community drama service, professional service, Red Cross work.	Organized 1909.
Nevada: University of Nevada, Reno, W. E. Clark, president.	Library, club, and debate service, special mining school and classes; short courses.	
New Jersey: Rutgers College, New Brunswick, C. H. Elliot, director extension courses.	Lectures, extension classes, special courses for teachers, assistance in debating and public discussion.	Reorganized 1912.
New Mexico: University of New Mexico, Albuquerque, D. R. Boyd, president.	Correspondence study, lectures, extension teaching, debating and public discussion, general information, surveys and investigations, suggestive aid to communities, exhibits, conferences, institutes.	Reorganized 1919.
New Mexico: New Mexico Normal University, East Las Vegas, F. H. H. Roberts, principal.	Correspondence study.	
New York: University of the State of New York, Albany, W. R. Watson, chief of division of educational extension; A. W. Abrams, chief of division of visual instruction.	Lecture outlines, traveling libraries, reading circles, club study, lantern slides, pictures.	
New York: Columbia University, New York, J. C. Egbert, director extension teaching.	Extension classes in New York and elsewhere, lectures, institutes, home study.	Organized 1901, reorganized 1910; special courses offered by School of Practical Arts of Teachers College.
New York: Syracuse University, Syracuse, M. Elwood Smith, director extension courses.	Lectures, evening classes, extension work in forestry and landscape gardening, exhibits, demonstrations.	Department of Forest Extension organized in 1913.
New York: University of Rochester, Rochester, P. B. Gilbert, director extension courses.	Extension classes.	
New York: State College for Teachers, Albany, R. H. Kirtland, chairman, committee on extension courses.	Extension classes, special courses for teachers.	
New York: Brooklyn Polytechnic Institute, Brooklyn; Charles A. Green, director extension courses.	Extension classes, afternoon and evening classes.	
New York: Adelphi College, Brooklyn, Mary Clarke, secretary extension courses.	Extension classes, evening classes.	Organized 1911.
New York: College of the City of New York, New York, director of extension courses.	Extension classes.	Organized 1918.

*Institutions and extension activities—Continued.*

State, institution, place, officer in charge.	Activities	Remarks.
New York: New York University. New York, James E. Lough, dean.	Extension classes, public-health correspondence study.	Extra-mural division opened 1904.
New York: Union College, Schenectady, Charles A. Richmond, president.	Extension classes	
North Carolina: University of North Carolina, Chapel Hill, L. R. Wilson, director extension division.	Correspondence study, lectures, debate and declamation, surveys, municipal reference, advisory school service, institutes, special bulletin series, visual instruction.	Organized 1911.
North Carolina: North Carolina Normal and Industrial College, Greensboro, Mary M. Petty, chairman extension work.	Lectures, club service, advisory service, commercial correspondence courses.	
North Dakota: University of North Dakota, Grand Forks, A. H. Yoder, director extension division.	Correspondence study, publicity and information, club service, package libraries, debate and declamation, lectures, lyceum service, visual instruction.	Organized 1901, committee on university extension.
Ohio: Miami University, Oxford, R. M. Hughes, president.	Extension classes, teachers' conferences, loan of slides, laboratory material.	
Ohio: Ohio University, Athens, William E. McVey, director extension work.	Extension classes, traveling libraries.	Organized 1910, work confined largely to southeastern Ohio.
Ohio: University of Akron, Akron, H. Simmons, director committee on extension.	Extension classes, cooperation with city authorities, lecture courses.	Cooperation in testing, home demonstration, playground work.
Ohio: Cleveland School of Education, Cleveland, Ambrose D. Suhrie, dean.	Extension classes	Cooperation with Western Reserve University and other local institutions.
Ohio: University of Cincinnati, Cincinnati, E. L. Talbert, director extension work.	Evening classes, cooperative courses in engineering, municipal reference service, home economics service.	
Ohio: State Normal College, Kent, J. E. McIlwain, principal.	Extension courses	Department of extension teaching.
Ohio: Toledo University, Toledo, A. M. Stowe, president.	Research, laboratory, and other service to the city.	Admits "extension students" for noncredit work.
Ohio: Denison University, Granville, C. W. Chamberlain, president.	Extension classes and lectures	
Ohio: Marietta College, Marietta, J. B. MacMillan, president.	Extension classes	
Oklahoma: University of Oklahoma, Norman, J. W. Scroggs, director extension division.	Correspondence study, class study, lectures, public discussion and debate, general information, municipal reference, traveling libraries, public welfare service, visual instruction.	Organized 1905, reorganized 1913.
Oregon: University of Oregon, Eugene, John A. Almack, director extension division.	Correspondence study, class study, lectures, reading circles, visual instruction, community music, child welfare, public information, public discussion, other public service.	
Oregon: Reed College, Portland, W. T. Foster, president.	Extension lectures	
Pennsylvania: University of Pennsylvania, Philadelphia, E. F. Smith, provost.	Extension classes in finance and commerce, special courses for teachers.	Evening School of Accounts and Finance, T. J. Grayson, director.
Pennsylvania: University of Pittsburgh, Pittsburgh, J. H. Kelley, director extension division.	Correspondence study, class instruction, lectures, public discussion, debate, general information, package libraries, visual instruction, business development, community center, and other welfare work.	
Pennsylvania: Drexel Institute, Philadelphia, Hollis Godfrey, president.	Extension classes in domestic arts and science and physical training, cooperation with industries.	
Pennsylvania: Carnegie Institute of Technology, Pittsburgh, A. A. Hamerschlag, president.	Extension classes, night school and afternoon classes in business subjects, social work, etc.	
Pennsylvania: Lehigh University, Bethlehem, Percy Hughes, director extension courses.	Evening extension classes at Bethlehem and other towns.	

## Institutions and extension activities—Continued.

State, institution, place, officer in charge	Activities	Remarks
Pennsylvania: Pennsylvania State College, State College, J. T. Marshman, director liberal arts extension; R. L. Sackett, director engineering.	Extension lectures, debating, correspondence, and evening courses, apprentice schools.	Organized 1906.
Rhode Island: Brown University, Providence, W. F. Jacobs, director university extension.	Lecture courses, extension classes.	Organized 1907.
Rhode Island: Rhode Island State College, Kingston, H. Edwards, president.	Home study courses.	Organized 1904.
South Carolina: University of South Carolina, Columbia, J. O. Van Meter, director extension department.	Correspondence study, class work, debating, package libraries, rural sociology, lectures, general welfare, assistance in teachers' meetings, etc., comparative engineering courses.	
South Carolina: Winthrop College, Rock Hill, David B. Johnson, president.	Lectures, demonstrations, community entertainment.	
South Dakota: University of South Dakota, Vermillion, J. C. Tjaden, acting director.	Extension classes, correspondence work, visual instruction, debating, package libraries, lectures.	Reorganized 1918-19.
Tennessee: University of Tennessee, Knoxville, Charles E. Ferris, dean in charge extension division.	Lectures, debating, visual instruction.	
Tennessee: Peabody College for Teachers, Nashville, R. W. Salvidge, in charge of extension.	Correspondence courses, lectures.	
Texas: University of Texas, Austin, E. D. Shurter, director extension division.	Correspondence study, group study courses, class instruction, package libraries, lectures, short courses, general information, visual instruction, debating, school service, welfare service.	
Texas: Howard Payne College, Brownwood, J. A. Tolman, president.	Correspondence courses.	
Texas: Baylor University, Waco, Lula Place, chairman extension committee.	do.	
Texas: Southwestern University, Georgetown, C. M. Bishop, president.	Correspondence study.	
Texas: Westminster College, Tehuacana, J. C. Williams, president.	do.	
Utah: University of Utah, Salt Lake City, F. W. Reynolds, director extension division.	Correspondence study, extension classes, lectures and entertainments, general information, debating and discussion, visual instruction, institutes, health work and other welfare service.	Organized 1913-14.
Virginia: University of Virginia, Charlottesville, C. G. Maphis, director of extension work.	Lectures, debating, package libraries, bulletins, appointments, high school quarterly, visual instruction.	
Vermont: University of Vermont, Burlington, Guy P. Benton, president.	Courses for teachers, school conferences, lectures, special extension classes on demand.	
West Virginia: University of West Virginia, Morgantown, L. B. Hill, director extension division.	Correspondence study, extension credit courses in various centers of the State; school of good roads, conferences, visual instruction.	Reorganized 1918.
Washington: University of Washington, Seattle, Edwin A. Start, director extension division.	Correspondence study, class instruction, lectures, general information, debate and discussion, package libraries, conferences, surveys, medical clinics and welfare work.	Organized 1912.
Washington: Washington State College, Pullman, F. F. Nalder, director general extension.	Debating and public discussion, home economics extension.	General extension division organized 1919.
Washington: State Normal School, Bellingham, G. W. Nash, principal.	Lectures, correspondence study, extension classes, advisory work.	



*Institution and extension activities—Continued.*

State, institution, place, officer in charge	Activities	Remarks
Wisconsin: University of Wisconsin, Madison, W. H. Lighty, acting dean extension division.	Correspondence study, class instruction, lyceum service, debating and discussion, package libraries, visual instruction, community institutes, health instruction, and other welfare work.	Organized 1892, reorganized 1901.
Wisconsin: Beloit College, Beloit, Dean G. L. Collier, chairman committee on extension.	Extension classes.	
Wisconsin: Marquette University, Milwaukee, C. K. Atkinson, dean.	do.	
Wyoming: University of Wyoming, Laramie, H. C. Dale, director of correspondence study.	Correspondence courses, lectures, extension classes, traveling libraries, general information.	Reorganized 1913; non-resident instruction.

## NOTES ON STATE UNIVERSITY DIVISIONS.<sup>1</sup>

The following statement, with notes, is intended to give a brief survey of both the organization and the types of activities of each of the extension divisions in State universities.

The classification into departments and bureaus and the grouping of activities correspond in most cases to announcements and catalogues published by each institution. In some cases the list of activities does not correspond with the actual plan as followed in 1918-19, because several divisions have recently reorganized, and also because war-time service and later readjustments changed to some degree the normal process of extension work.

In order to avoid excessive repetition, it was found necessary to condense greatly the descriptions of the divisions' services and to omit many minor items.

Statements are given for 28 State universities. Several others which have extension organization are not included, either because their activities are comparatively limited, as in the case of South Carolina, or because they are not yet definitely projected and developed, as in the case of the newly organized division at the University of West Virginia.

In order to afford opportunity for comparison with State university systems, descriptions are included of Columbia University, the Massachusetts systems of extension, the University of Chicago, and the Mississippi service bureau.

### UNIVERSITY OF ARIZONA, UNIVERSITY EXTENSION DEPARTMENT.

*Correspondence instruction.*—The subjects taught include agriculture, architecture, astronomy, botany, education, history, philosophy, Spanish, etc. Two types of courses are offered—formal and informal, credit and noncredit courses.

*Extension lectures.*—These are usually given without cost to the community, though sometimes the expenses of the speaker are met by the local committee.

*Public discussion.*—The department offers service to schools, clubs, and other organizations interested in debate and public discussion. Considerable material is available and may be secured on request.

*General information service.*—Inquiries on public questions are answered by the department.

#### NOTES.

The work is being reorganized (1919) and will be considerably expanded. As in the case of several institutions, the University of Arizona conducts some extension work through other departments than that of extension. The bureau of mines does field work, conducts safety campaigns, offers first-aid and mine-rescue courses, circulates motion-picture films, and gives an information service on mining problems.

<sup>1</sup> These notes are based on tables prepared by J. J. Schlicher and incorporated in a mimeograph bulletin, "General Extension Work Done by Universities and Colleges in the United States," issued by the division of educational extension, May, 1919. Supplementary matter has been added to the tables, and a considerable number of changes have been made.

## UNIVERSITY OF ARKANSAS, EXTENSION DIVISION.

## EXTENSION TEACHING SERVICE.

*Correspondence study.*—Some courses available are for university credit; others, such as directed reading courses covering practically the same ground, are not given for credit.

*Club study.*—Opportunity for study and reading is offered, particularly to teachers and club women. Upon request, a course of reading is outlined and a textbook selected; also several reference books are indicated, together with a full list of references and suggested topics for papers and reports. Courses in education, literature, social science, hygiene, economics, political science, and agriculture are offered.

*Class study.*—This department is supervised by members of the faculty. Classes usually meet at night.

*Extension lectures and lyceum courses.*—These are suited for programs of women's clubs, business men's leagues, institutes, conventions, commencement exercises and holiday programs.

The extension division acts as a clearing house for concert companies, assisting communities to secure lyceum courses.

## PUBLIC WELFARE SERVICE.

*Lantern slides and films.*—Sets of slides, many of them accompanied by lecture outlines, are furnished free except for transportation charges. A partial list is in the catalogue. Films and phonograph records are also furnished.

*Package libraries.*—Packages of material for papers and debates on agricultural and present-day questions. State high school debating league. Plays and recitation materials.

*Community institutes.*—Two and three day programs, consisting of lectures, demonstrations, exhibits, conferences, and entertainment, are held in towns and cities. The institutes are designed to reach the various urban groups and deal with community problems. The general extension division, in conjunction with the agriculture extension, holds "Farmers' Chautauques," lasting from one to three days.

*General information.*—Information on science, engineering, education, literature, or art is furnished free to individuals, clubs, civic societies, and public boards.

The general extension division works in close cooperation with the agricultural extension division. A well-developed press and publicity service is maintained.

## UNIVERSITY OF CALIFORNIA, EXTENSION DIVISION.

*Class instruction.*—For cities and towns, courses are offered when a sufficient number of students can be secured for the same subjects. A list of these courses is given in special announcements. A special list is issued for southern California. Summer classes are given in San Francisco and Oakland.

*Correspondence instruction.*—Special business courses are offered. Among other courses given are music, sewing, millinery, education, and playground work, oral and dental hygiene, art appreciation, history, political science, journalism, foreign languages, technical subjects, secretarial training.

*Bureau of lectures.*—In series of 6 or 12 for clubs, organizations, or communities. Printed outlines accompany the lectures. Professional lecturers and musical companies are also furnished.

*Bureau of public discussion.*—The bureau promotes discussion of public questions and assists in organizing and conducting debating clubs and discussion centers.

The bureau publishes bulletins and cooperates with the State and county libraries in recommending material. It conducts the Intercollegiate Public Speaking League of California.

*Bureau of municipal reference.*—The bureau acts as a clearing house for inquiries and information on municipal affairs, and maintains collections of books, public documents, etc., on problems of city government and administration. It is allied with the League of California Municipalities.

*Bureau of general information.*—The inquiries received, of whatever nature, are referred to various departments or individuals of the faculty.

*Visual instruction.*—The department collects and circulates large numbers of slides, films, and exhibits, and sends them in rotation to the public schools and to citizens.

## NOTES.

Three main offices are maintained at Berkeley, San Francisco, and Los Angeles, besides centers at San Diego, Santa Barbara, Fresno, Sacramento, Red Bluff, and Eureka. Emphasis is placed on class, correspondence work and lectures.

During the war and in 1919, the division has been partially reorganized. The bureau of public discussion has been temporarily discontinued.

## UNIVERSITY OF COLORADO, EXTENSION DIVISION.

## DEPARTMENT OF INSTRUCTION.

*Bureau of correspondence instruction.*—Work is given in secondary subjects, vocational subjects, and subjects of university grade; credit is given for the last two.

*Class instruction.*—This is conducted under university instructors, local instructors or leaders from the classes. There is a list of courses given in the extension announcement.

*Bureau of vocational instruction.*—The bureau organizes classes among industrial groups, and combines certain welfare features with the instruction for coal miners, workers in sugar factories, etc.

## DEPARTMENT OF PUBLIC SERVICE.

*Lectures and visual instruction.*—Lectures are given by university professors and others, both single lectures and courses. Stereoptican slides are sent out in circuits to the public schools for the purpose of supplementing by visual means the regular classroom instruction.

*Business and commercial development.*—Business surveys are made to determine business and trade activities and possibilities in Colorado communities. Business short courses are conducted for the purpose of giving business men new scientific knowledge of business and commerce. Cooperative work is undertaken with commercial clubs. Business correspondence study courses and classes are given for more formal instruction.

*Information and library-extension service.*—Books, magazines, and package libraries are sent out to high schools, clubs, and individuals for use in public discussions, debate, and for general information. General-information service is also afforded.

*Bureau of municipal reference.*—A municipal reference bureau is maintained for the purpose of furnishing information and suggestions to the municipal governments of the State.

*Publications.*—General university extension publications and pamphlets are written by members of the university faculty.

*Community welfare activities and conferences.*—Preliminary surveys are made of community needs, followed by an institute of three or four days' duration, participated in by university men, local speakers, and members of the State welfare commissions. In the follow-up work in these communities, the secretary of the welfare bureau acts as a general civic secretary.

## UNIVERSITY OF FLORIDA, EXTENSION DIVISION.

The following is a copy of a portion of the bill introduced in the Florida Legislature appropriating money for university extension:<sup>1</sup>

"SECTION 1. The State board of control is hereby empowered and directed to extend the outside work of the educational institutions under its direction into all fields of human endeavor which, in its judgment, will best accomplish the objects herein expressed.

"Sec. 2. It shall be the duty of the board of control to gather information on all subjects useful to the people of Florida, and to carry it to them in ways that will help them most in the shortest time; to spread knowledge among them by taking it to them in an attractive way; to stimulate thought and encourage every movement among the people for their mutual improvement.

"Sec. 3. To carry out the provisions of this act, the board of control is hereby empowered to enlarge the work now done by the extension divisions of the University of Florida and the State College for Women, as it may from time to time deem advisable, and to employ all needful persons and appliances to carry on the work in the most efficient manner.

"Sec. 4. It shall be the duty of the board of control to seek out, among all the schools of Florida, every student who may by nature have a special aptitude and genius for some one branch of learning, and to encourage him in the prosecution of the study of that branch, to the end that he may become an expert and a leader in that subject."

## UNIVERSITY OF IDAHO, EXTENSION DIVISION.

*Correspondence study and forestry correspondence.*—Courses for credit are given; courses to aid in preparation for teachers' certificates; classes for clubs and study groups. Correspondence courses in forestry are offered.

*Lectures.*—Lectures are conducted by members of the faculty.

*Package libraries.*—Package libraries are sent out by the general university library. The university catalogue of 1919 states that at present the work of university extension is devoted mainly to service in agriculture extension.

## UNIVERSITY OF ILLINOIS, EXTENSION DIVISION.

"Extension work has not been organized as a separate administrative unit in the University of Illinois. Several departments, however, have initiated activities, both on the campus and in the State at large, which serve to make some facilities of the University available to groups of mature persons who are engaged in various industries and professions."<sup>2</sup>

The separate service "known as agricultural college extension offers courses in the principles and methods of extension work, conducts extension enterprises that do not deal with technical subjects, and cooperates with other departments in projecting their work in the State."

The department of ceramic engineering cooperates with the clay and allied industries by offering annually a two weeks' industrial course for those who have not the time or the preparation required for academic studies.

Correspondence work is done in home economics and club study. Requests for information on food, planning of the house, feeding of children, preparation of topics for club study are answered by the home economics department.

The department conducts movable schools, one or two weeks of instruction by one or more instructors.

<sup>1</sup> For the budget items see p. 104.

<sup>2</sup> Quoted from the catalogue of the University of Illinois, 1919.



Similar service is given to various organizations, academies, boys' and girls' clubs, chambers of commerce, civic leagues, library associations, woman's clubs.

#### THE UNIVERSITY OF CHICAGO.

*Correspondence study department.*—The department offers 450 courses for credit in 40 different subjects. During the past 27 years it has reached 23,000 persons. It has students in every State.

*University college.*—The university maintains separate offices and classrooms in the down-town section of Chicago. A large number of classes are conducted on business subjects and in the arts and sciences.

*American institute of sacred literature.*—The institute is a department of the university. As an organization it antedates the university by 10 years. It was incorporated in the university in 1905. It conducts all nonresident and biblical work. It offers the following: Outline Bible-study courses; the work of the ministers' guild; traveling libraries; survey courses for Sunday-school teachers; home-reading courses; advanced correspondence courses; publications.

#### INDIANA UNIVERSITY, EXTENSION DIVISION.

##### EXTENSION TEACHING SERVICE.

*Bureau of correspondence study.*—Courses are listed in extension announcement. Several hundred courses are open to any persons in the State. Academic requirements are exacted.

*Class instruction.*—Two centers are supported in Indiana, one at Indianapolis and one at Fort Wayne. Special announcements give the lists of courses offered. Credit and noncredit courses are given. Classes in special and practical subjects are offered. Classes are given on demand, in smaller cities of the State, under certain conditions.

*Extension lectures.*—Extension lectures are generally assigned to the members of the university faculty. Specialists from other States are also secured for short lecture tours.

##### PUBLIC WELFARE SERVICE.

*Public conferences.*—Public conferences are given on welfare and educational subjects. State conferences have been held on history teaching in secondary schools, educational measurements, taxation, and play and recreation. The proceedings are published in bulletins.

*Bureau of public discussion.*—The department offers service to debating societies, civic clubs, and literary clubs. Package libraries and bibliographies are furnished on present-day questions. It conducts a State High School Discussion League, cooperatively, on current subjects.

*Package libraries.*—Besides package libraries, outlines for reading clubs are supplied. Special service is given upon receipt of requests for information which can not be met by regular package library and bibliography service.

*Bureau of visual instruction.*—The bureau lends lantern slides and motion-picture films on academic and welfare subjects. It also lends exhibits of pictures, prints, photographs, and framed original paintings. Topical exhibits on the following subjects have been circulated: Health, visiting nurses, pure milk, housing, play and recreation, school surveys, parent-teacher activities, and child welfare. Programs and exhibits are offered on public welfare.

*Surveys and investigations.*—These are conducted to secure data necessary for intelligent community action, in cooperation with boards of education, chambers of commerce, civic societies, etc. In addition, investigations are made of special community problems, such as markets in small cities, and cooperative retail delivery.

*Community centers.*—Assistance is given in organizing centers. General service supplements center programs with lectures, slides, etc.

*Community institutes.*—Programs of lectures, conferences, exhibits, demonstrations on community problems (generally a three days' program) are held in small cities, upon request. About 8 to 10 each year are held.

*Publications.*—Twelve bulletins are issued annually, on such subjects as training for citizenship, town beautification, etc. Also, there are printed a number of circulars on general welfare subjects and special subjects.

## NOTE.

Several lines of special work, such as the promotion of community centers and parent-teacher associations, are supported. Child-welfare work is done in cooperation with the State boards and agencies like the Red Cross, the State child-welfare committee, and local clubs.

## UNIVERSITY OF IOWA, EXTENSION DIVISION.

## PUBLIC AFFAIRS.

*Bureau of public administration.*—The bureau deals directly with problems of government and administration, especially with reference to (1) municipal administration, (2) township administration, (3) county administration, and (4) State administration of Iowa.

*Bureau of municipal information.*—The bureau is designed to be of service in handling all the phases of city, town, or village life in Iowa.

*Bureau of social welfare.*—The bureau cooperates with charity organizations, social centers, and all other agencies having for their aim the social betterment of communities. The bureau has made a number of surveys in the larger cities of Iowa, dealing with constructive charity. Survey service can be secured by commercial clubs, philanthropic agencies, or boards of supervisors.

*Business administration.*—Service through business institutes and by means of single lectures. Assistance is given in fields of business management, business organization, business surveys, salesmanship, and accounting service.

*Debating and public speaking.*—High schools are given direct aid by correspondence, personal interviews, and special bulletins.

*Public health.*—Work in public health is being carried on in cooperation with the American Red Cross. Classes in personal hygiene and home care of the sick are organized and taught in any locality upon request from any chapter.

*Educational service.*—This service has been chiefly concerned with the following types of work:

1. Fostering the use of educational tests and scales. Most of the standard tests and scales are kept in stock and sold at cost. Comparable results are available in many of these tests, and the bureau assists in the interpretation of results obtained and in planning remedial measures.
2. State-wide surveys have been made in the subjects of writing, arithmetic, and spelling.
3. On invitation of the superintendent and school board a survey of the school system of any district will be made and recommendations rendered. This service has been given to a number of communities during the past two years.
4. Cooperative studies. The bureau is a central agency for the coordination and direction of cooperative studies of educational problems lying in the general survey field. Correspondence is solicited from superintendents and principals concerning their special problems.

The bureaus of public administration, municipal information, and social welfare deal more largely with the problems which have little or no connection with the public schools.

*Lantern-slide service.*—A large number of lantern slides especially made for Iowa schools have been prepared. These slides are divided into sets containing from 50 to 100 slides, each set being accompanied by a complete descriptive lecture.

*Child welfare.*—A child-welfare exhibit can be secured by any organization interested in this phase of social welfare.

*Lectures.*—These are provided for the community in accordance with special arrangements made by the extension division.

*Package library service.*—For high schools and similar institutions; for business men.

*Correspondence study.*—University credit is given under certain conditions.

*Patriotic league.*—This is distinct from the educational service. Bibliographies on the questions of the day, with suggestions as to how these can be handled in the various high-school activities. At present the league has an enrollment of approximately 22,000 high-school students.

## NOTES.

Conferences are held on municipal affairs, school supervision, organization and administration, child welfare, and vocational education. There are conferences of Iowa newspaper men, commercial club secretaries, public health officials, and religious workers.

Special work in recreation is done; e. g., training camp for camp-fire girls and training camp for scoutmasters.

The extension division has conducted a number of short courses in retailing for the Iowa State Retail Association. Programs cover such topics as the following: Profitable business publicity, the community influences that shape business, etc.

## UNIVERSITY OF KANSAS, EXTENSION DIVISION.

*Department of correspondence study.*—The department offers instruction in preparatory subjects and in vocational subjects, and also gives instruction of university grade.

*Department of general information.*—The department furnishes package libraries, prepares outlines of study for clubs, supplies material for debate, gives information on matters of general interest, recommends and furnishes plays and recitations, supplies lectures, commencement speakers, and concert companies.

*Department of municipal reference.*—Supplies information on municipal matters to officials and others.

*Department of child welfare.*—Assists schools, parents, and organizations in all matters pertaining to the welfare of the child.

## NOTES.

The division also conducts merchants' short courses and five-day programs of classes and lectures on merchandising problems.

The division has developed a considerable visual instruction service, lending both slides and motion-picture films.

The division organizes regular extension classes in different cities in the State. These classes are conducted for university credit and for credit toward certificates of vocational training.

During the war the division conducted war conferences and community institutes and secured speakers on war topics.

### UNIVERSITY OF KENTUCKY, DEPARTMENT OF UNIVERSITY EXTENSION.

*Bureau of correspondence study.*—Regular university studies may be taken for credit. Preparatory courses are also offered. The bureau furnishes study outlines and other assistance to clubs and individuals.

*Bureau of lectures.*—The university offers, through the bureau, lectures singly or in series; speakers for institutes; commencement addresses; lectures for special purposes, including Americanization.

*Bureau of debating and public discussion.*—The bureau supplies subjects for debates, with bibliographies, facts, and arguments on special subjects, guides, reports, and bulletins. The bureau fosters discussion by civic organizations, maintains package library service, and cooperates with the department of public speaking in holding State debating contests.

*Bureau of general information and welfare.*—The activities fall along the following lines:

1. Clearing house for inquiries.
2. Reports on special subjects.
3. Information on social conditions, municipal problems, etc.
4. Assistance in community dramatics.

The division of university extension was definitely organized in 1919. Previously extension work was conducted by a faculty committee.

### MASSACHUSETTS BOARD OF EDUCATION, DEPARTMENT OF UNIVERSITY EXTENSION.

*Correspondence instruction.*—Academic courses are given as well as many special practical courses, such as retail salesmanship, household management, plan reading and estimating, safety engineering, civics for naturalization. Most courses contain 20 assignments or lessons. Shorter courses of 10 assignments have been successfully used.

*Class instruction.*—Subjects are taught by the usual class method in centers in different parts of Massachusetts. No tuition fees are charged.

*Special information service.*—In the department of university extension experts in a variety of subjects are employed as instructors. Thus there is available for students a wide range of expert information, in case an arrangement is provided to place it promptly and easily within reach of individuals. Such an arrangement has been provided, and there are indications that, as this service becomes generally known, it will be widely used.

Through its information service the department offers to answer or give expert opinion on any reasonable question that falls within its regular fields of study, namely, mechanics, mathematics, engineering, English, Spanish, French, civics, economics, history, business administration, household economics, education.

*Publications.*—The department publishes bulletins six times a year. They are of two kinds: Announcements of courses, and pamphlets to give permanent and readily usable form to educational material of special significance.

### COMMISSION ON EXTENSION COURSES, CAMBRIDGE, MASSACHUSETTS.

The commission represents the following 10 educational institutions: Harvard University, Tufts College, Massachusetts Institute of Technology, Boston College, Boston University, Museum of Fine Arts, Wellesley College, Simmons College, Massachusetts Board of Education, school committee of the City of Boston. Courses of college credit are given by college professors. Students must meet college requirements.



Courses carry credit toward the degree of associate of arts at Harvard, Radcliffe, Tufts, and Wellesley.\* For this degree, 17 full courses are required of the student, which must include the equivalent of one full course from each of the following:

1. Language, literature, fine arts, or music.
2. Natural sciences.
3. History, or political and social sciences.
4. Philosophy, or mathematics.

#### UNIVERSITY OF MICHIGAN, EXTENSION DIVISION.

The extension division includes the following 13 bureaus:

*University extension courses.*—The extension division offers free extension lectures. The lectures are arranged in series, according to the credit plan. A list of these is given in the extension announcement. Extension courses are given for credit.

*Visual instruction.*—The bureau furnishes slides, charts, and films. A list of the slides available is published in the extension announcement.

*Public speaking and debating.*—The bureau conducts a high school debating league. Briefs and data are furnished.

*Library extension service.*—Package libraries are lent, together with bibliographies. Loans are made to other libraries; abstracts of articles are drawn up; advice and other services are given to individuals, to civic clubs, and other organizations.

*Extension conferences.*—Conferences on municipal, civic, and health problems are held for teachers, librarians, and others.

*Public service, department of education.*—The bureau makes inspection of schools, conducts school surveys, has a psychological testing service, and a teachers' appointment service.

*Museum extension service.*—The bureau gives information, lends specimens, and publishes bulletins.

*Municipal reference bureau.*—Information is supplied on municipal problems and government administration. Documents and other material are lent.

*Architecture and civic improvement.*—Educational and advisory service, including lectures and class instruction.

*Landscape design and civic improvement.*—Lectures, counsel on city planning, and general advice.

*Forestry extension service.*—Lectures, advice, and testing of commercial woods.

*Engineering extension service.*—Courses in highway engineering, laboratory service, reports.

*Public health service.*—Service of the Pasteur Institute, and dental clinic; laboratory and hospital service; lectures.

#### NOTES.

"In connection with its extension service the University of Michigan seeks to operate, as far as possible, through the avenue of established university channels; it seeks to make use of such existing university facilities as are available. For example, its library extension service is carried on through the medium of the regularly organized library staff; questions relating to municipal affairs are referred to the municipal reference bureau; those touching on forestry to the forestry department; extension service affecting road improvement and sanitary engineering, to the municipal, highway and sanitary departments of the engineering college; matters relating to public health, to the medical schools, and so on. In other words, the policy of the University of Michigan is to render to the people of the State, through the medium of its extension division, the largest possible measure of public service commensurate with the equipment and facilities of an educational institution of university grade."

\* Bulletin of the University of Michigan, "Extension Service, 1918-19."



## UNIVERSITY OF MINNESOTA, EXTENSION DIVISION.

*Correspondence instruction.*—Courses are offered in collegiate, industrial, and business branches. Courses for credit.

*Class instruction.*—Classes are organized in larger cities. Courses are given for credit in science, literature, art, business, and engineering.

*Short courses.*—One and three-week courses in merchandising. A one-year course is given in business. Outlines of the courses are given in the extension announcement.

*Municipal reference bureau.*—Material is collected on city problems. The program of the League of Minnesota Municipalities is prepared by the bureau, whose secretary is editor of its official magazine, "Minnesota Municipalities." Conventions are held.

*Lecture and lyceum service.*—Single lectures are given, and also lectures in series. The department has charge of lyceum courses of popular lectures, concerts, and entertainments.

*University weeks.*—Six-day programs of educational lectures and entertainment by faculty members, students and professional musicians, designed to present the principal activities of university life.

*Visual instruction.*—The department sends out sets of slides, each with a syllabus or typewritten lecture. A list is given in the extension announcement.

*Community drama service.*—Plays suitable for amateur acting are selected and sent out. Advice is given as to costumes and scenery.

*Community centers.*—Service of an organizer for the promotion of wider use of schools and of greater town success. Advice, model constitutions, programs, etc.

*Debating and general information bureau.*—The bureau conducts a State high-school debating league and prepares bulletins and bibliographies.

## UNIVERSITY OF MISSOURI, EXTENSION DIVISION.

*Correspondence courses.*—College and high-school courses. A list is published in the extension announcement. All college courses count toward graduation.

*Lecture courses in extension centers.*—Extension lectures are given on special subjects pursued at the centers. Lectures are given by an instructor, written papers are required, and a final examination is held. If the work is successfully done, credit is given.

*Loan of books.*—The university library lends books for study in the extension courses and also upon special application to high schools and individuals.

*Package libraries and debating.*—The university library and the Missouri State library commission send out packages of debating material free of charge, except for transportation. The material covers both sides of given questions and may be retained six weeks. The same material when not used in high schools is available for clubs and community centers.

*Lantern slides.*—The department furnishes to high schools sets of from 20 to 90 slides free except for transportation. A list is given in the extension announcement.

*Art exhibit.*—The department of art of the university sends out a special collection of exhibits to a number of the larger schools free except for transportation.

*Bulletins of information.*—Bulletins on subjects of general and special interest.

*Municipal reference bureau.*—The bureau furnishes information to cities and towns of Missouri on questions relating to civic affairs. Collections of bulletins and newspaper clippings on various topics, e. g., waterworks, sewers, lighting, paving.

*School of social economy, St. Louis.*—The school has been placed under the general direction of the division of university extension. It offers advantages for special training in sociology and social welfare work. Teaching and investigations are under the direct charge of Dr. George B. Mangold.

**UNIVERSITY OF MONTANA, PUBLIC-SERVICE DIVISION.**

*Correspondence study department.*—Courses are given through correspondence in the following departments of the college of arts and sciences: Art, business administration, English and literature, Greek, history, home economics, journalism, Latin, library science, mathematics, modern languages, psychology, zoology. Credit toward graduation is given by the university for correspondence work of collegiate rank, but the maximum credit toward a university degree which may be earned by correspondence study may not exceed one-half of the credits required for graduation.

*Department of public lectures.*—Lectures are given singly and in series. During the war a course of lectures on "Nations of the War" was given in some of the largest cities of the State. The extension division supplies lyceum courses and commencement speakers.

Extension courses in connection with the correspondence study department have been given in various cities of the State. The instructor lectures every two weeks to the class, which in the meantime prepares certain written work.

*Bureau of public information.*—The bureau was established for the purpose of furnishing information on all classes of subjects. Each letter of inquiry is answered carefully, and when full information is desired for debates, etc., package libraries are sent out by the university library.

At the College of Agriculture and Mechanic Arts, Bozeman, through the engineering extension service, courses are offered in shop calculation, drawing, design, electrical machinery, heat and steam, internal-combustion engines, etc.

**UNIVERSITY OF NEBRASKA, EXTENSION DIVISION.**

*Correspondence study.*—Credit and noncredit courses.

*Instruction by lectures.*—Nearly all the members of the faculty are available as lecturers.

*Debating and public discussion.*—The department maintains a loan library of books, periodicals, etc., relating to questions of the day. It issues bulletins on social topics and keeps in touch by correspondence or personal interview with civic leagues, town councils, library and school boards, business men's clubs, and high-school societies. It also conducts a high-school debating league.

*General information and welfare.*—The purpose of the department is to investigate problems—artistic, literary, historical, social, industrial, political, and educational—and also special problems in government and business, sanitation, lighting, banking. Information is given on request. It furnishes lantern slides and films to high-schools and educational gatherings. Aid is given in dramatic art by sending out persons to drill individuals or groups, and by supplying appropriate selections.

*Red Cross work.*—Extension courses are offered in first aid, home nursing, surgical dressing, and dietetics. The university aids the department of civilian relief in instituting chapter courses.

## NOTES.

Classes in commerce, engineering, history, and art are organized from time to time at Lincoln and Omaha. A bureau of professional service gives aid to school boards and others desiring to secure competent professional assistance by securing and transcribing information regarding vacancies and the qualifications of candidates.

**UNIVERSITY OF NEVADA.**

The university conducts three schools of mines, at Tonopah, Ely, and Goldfield. They give secondary training in mining and milling subjects. Classes are held in the morning and evening to accommodate shifts of workmen. The university offers a prospectors' short course of four weeks' duration, consisting of lectures and class work in assaying, mineralogy, geology, etc.

## UNIVERSITY OF NEW MEXICO, EXTENSION DIVISION.

*Correspondence study.*—Correspondence study is under the direction of the university faculty.

*Lectures.*—Lectures are given in series, with syllabi, for study clubs, and single lectures for special groups and general audiences.

*Extension teaching.*—In cooperation with educational institutions conducting continuation and evening schools.

*Debating and public discussion.*—Stimulated by State contests. Bulletins containing formulated questions with briefs and bibliographies, and library loan material.

*General information.*—On matters pertaining to education, State and local government, public health, civic improvement, and other subjects.

*Surveys, research, and investigation.*—These are made in fields and on subjects of community and State importance.

*Suggestive aid.*—Aid is given to county, town, and municipal boards, commissions, and councils, school boards, commercial clubs, civic and economic betterment associations.

*Exhibits, conferences, and institutes.*—These are held for public information upon vocational, educational, and social welfare matters.

The division was reorganized in 1919, and provision made for expansion of the work previously conducted.

## COLUMBIA UNIVERSITY (NEW YORK), EXTENSION TEACHING DEPARTMENT.

The statutes of the university define extension teaching as instruction given by university officers and under the administrative supervision and control of the university, either away from the university buildings or at the university, for the benefit of students unable to attend the regular courses of instruction.

*Students.*—Courses in extension teaching are planned for two classes of students: (1) Men and women who can give only a portion of their time to study and who desire to pursue subjects included in a liberal education of the character and grade of a college or professional school, but without any reference to an academic degree; (2) those who look forward to qualifying themselves to obtain in the future academic recognition involving acceptance of the work which they may satisfactorily complete in extension teaching.

*Courses of instruction.*—Under the direction of the university council, courses are offered in extension teaching which count toward the degrees of master of arts and doctor of philosophy. Regular courses of instruction are offered in extension teaching which, in many instances, are coordinated so as to form at least the first years of collegiate and professional work, thus providing in the evening at Morningside Heights, and elsewhere, courses in subjects which are generally offered in the freshman, sophomore, and junior years of college, so that students may qualify themselves for admission with advanced standing to Columbia College and Barnard College or other institutions, as candidates for the degrees of bachelor of arts and bachelor of science.

There are also offered at Morningside Heights subjects which are required of students in the schools of mines, engineering, and chemistry. Evening courses are offered in architecture, leading to a certificate; also evening courses in business; and a series of courses intended to equip students for the position of private secretary.

A two-year course in practical optics is offered in cooperation with the department of physics for the special training of those who expect to become optometrists.

Teachers' college offers in cooperation with the department of extension teaching about 130 technical courses in the various fields of practical arts, i. e., household arts, fine arts, industrial arts, music, physical training and nursing, and health. In many of the courses the instruction is the same as that given in the regular classes of the

school of practical arts. In other cases, special classes are organized to meet the needs of those desiring instruction in practical arts for use in the home.

A large number of other courses in varied subjects is given late in the afternoon and on Saturday, which repeat those in liberal studies offered in the colleges of the university. These are given in the same manner and often by the same instructors as the regular courses. In most instances university credit is granted.

Numerous courses are given at various centers. These are either regular courses of collegiate grade or short lecture courses without academic credit.

*Lecture-study courses* in certain subjects, forming 15 or 30 lectures alternating with quiz or conference hours, are given at Morningside Heights and at centers when requested.

Centers for the study of choral music are maintained at Morningside Heights and Brooklyn, and choral concerts are given during the year. The department of extension teaching also maintains the institute of arts and sciences.

*Institute of arts and sciences.*—The institute of arts and sciences is the nonacademic division of the department of extension teaching. The aim of the institute is to provide a popular late afternoon and evening program consisting of general lectures and events of a cultural nature.

The program is planned for busy men and women. The scope includes lectures, given singly or in series of six, on history, literature, art, music, household arts, science; and on current economic and social problems; it comprises also illustrated travel lectures, dramatic recitals, and vocal and instrumental as well as chamber music concerts.

The program is subscribed for as a whole. The annual dues are \$10, payable in advance, with an enrollment fee of \$5, payable only once, provided the enrollment does not lapse.

#### UNIVERSITY OF NORTH CAROLINA, EXTENSION DIVISION.

*General information.*—Literature is lent by the university. Study outlines on subjects of general interest.

*Instruction by lectures.*—Lectures for clubs, institutes, etc., on general or technical subjects. Popular lectures and lectures for special occasions.

*Correspondence courses.*—Credit toward graduation is given for some of the courses. Several are offered for the benefit of women's clubs.

*Debate and declamation.*—Bulletins are issued on a number of subjects for debate. Material is sent from the university library. The bureau conducts a high-school debating union.

*County economic and social surveys.*—Bulletins containing results are issued by the extension division.

*Municipal reference aids.*—The bureau studies municipal legislative problems and furnishes material bearing on them.

*Educational assistance.*—The school of education acts as a clearing house for teachers and principals.

*Instruction in road engineering.*—The university holds an annual road institute at the university campus, the institute consisting of a week's session of lectures, discussions, exhibits, and demonstrations. The bureau issues annual bulletins and circulars.

*War information series.*—A list of leaflets and publications is given in the university catalogue.

#### NOTES.

The university has conducted some extension work in medical instruction.

During 1918-19 the war information series of bulletins was supplemented by war information leaflets dealing with reconstruction problems.

The extension division has direct cooperation with the Federation of Women's Clubs, supplies club outlines, and gives other assistance.

The division conducts package library service on current public questions. It provides also a motion picture film service and aids to community drama.

### UNIVERSITY OF NORTH DAKOTA, EXTENSION DIVISION.

#### I. BUREAU OF EDUCATIONAL COOPERATION.

*Correspondence study.*—Courses are given in college and vocational subjects under the direction of the university faculty. Credit toward graduation is allowed for one-fourth of the course. The catalogue contains a list of the courses offered.

*Lectures.*—Lectures are given in series, with syllabi, for study clubs; single lectures, for special groups and general audiences.

*Concerts and recitals.*—These are provided for music and culture clubs, and also for community lecture and entertainment courses.

*Extension courses for club study.*—These courses are organized for the purpose of encouraging cultural and vocational education.

*Debating and public discussion.*—The bureau promotes and directs interest in the study and discussion of public questions; selects questions for discussion and conducts the State high-school debating league and declamation contests. In addition it recommends literary material and bibliographies for assistance in the preparation of papers and speeches.

*Visual instruction.*—The bureau lends lantern slides and exhibits.

#### II. BUREAU OF PUBLIC INFORMATION.

*General information.*—General information is offered concerning municipal affairs and educational matters. Suggestive aid for individuals, school boards, commercial clubs, civic and economic betterment associations.

*News service.*—Service is given covering university activities and the general opportunities of education.

*Conferences and community institutes.*—These are held for public information upon vocational, educational, and social welfare matters.

*Investigation and research.*—Studies in economics; investigations of social and municipal conditions.

*Library assistance.*—Books, pamphlets, magazines, and clippings lent. The applicant provides postage.

The extension division was reorganized in 1919.

### UNIVERSITY OF OKLAHOMA, EXTENSION DIVISION.

*Department of public information and welfare.*—The department furnishes information from the university's accumulation of material on all subjects pertaining to public welfare. The work of the department is extended through the following bureaus:

*Municipal reference bureau.*—The bureau gathers and distributes information concerning water, light, paving, drainage, sanitation, fire protection, parks, etc. Together with the bureau of information of the Oklahoma Municipal League it issues a quarterly bulletin, "Oklahoma Municipalities."

*Commercial reference bureau.*—The bureau gathers and disseminates information pertaining to business, commerce, manufacturing, markets, etc.

*Bureau of social center development.*—Aid is given in bringing about harmony and cooperation in communities, and also in rendering democracy more efficient.

*Public discussion and club service.*—The bureau promotes and assists debating through bulletins on important subjects. The bulletins give complete, impartial, and authoritative information on both sides of a question. More than 170,000 have



been issued. Under current-events study, topics are selected for school classes, men's and women's clubs. Special bulletins are issued.

*High-school debating.*—Bulletins, with briefs, bibliographies, and other information, are furnished to high-school debating classes. The bureau conducts a State high-school debating league.

*Traveling libraries.*—Thirty-five rural and fifteen municipal traveling libraries in circulation.

## OTHER DEPARTMENTS AND BUREAUS.

*Correspondence study.*—More than 700 courses are offered by the division. These may be used extensively to complete the university course.

*Extension classes.*—These are intended particularly for teachers in various parts of the State. Syllabi and outlines are furnished.

*Extension lectures.*—Forty-five lecturers from the faculty are available. Besides various musical organizations. Entertainments are provided for lyceum courses. The lectures and entertainments are given free, except for traveling expenses.

*Community music bureau.*—The department keeps musical instructors in the field who teach for two weeks at a place and endeavor to organize the musical resources. It has published a collection of about 60 songs, "Oklahoma Community Songs," about 6,000 copies.

*Department of visual instruction.*—The department offers, especially to rural communities, printed illustrated lectures on a variety of subjects. Motion pictures circulated.

*Conferences.*—Conferences have been held at the university on taxation, rural problems, and good roads.

*Merchants' short courses* have been held by the division; also state contests in music, extempore speaking, and declamation. The department of general information and welfare conducts community institutes and publishes informational bulletins on community welfare.

## UNIVERSITY OF OREGON, EXTENSION DIVISION.

## EXTENSION TEACHING.

*Correspondence study.*

*Extension classes.*—Intensive study classes are offered, extensive or general instruction classes (conducted largely by lectures), and also special classes.

*Oregon Teachers' Reading Circle.*—Certificates are offered upon completion of courses.

## SOCIAL WELFARE.

*Lectures.*—Faculty members give a large number of lectures with no extra compensation.

*Visual instruction.*—Slides, films, exhibits, mineral sets, and microscopic slides. General university exhibits.

*Community music and drama.*—Direction and assistance is given in the presentation of high-school plays and in high-school music. A play-writing contest is conducted.

*Public discussion and club service.*—The bureau lends package libraries and conducts a high-school debating league. Women's clubs and other groups are supplied with study outlines, reference books, and personal instruction.

*Red Cross service.*—Lectures, exhibits, bulletins, institutes, service in civilian relief.

*Child welfare.*—The Oregon Child Welfare Commission, composed of five members of the university faculty, has arranged for a child welfare survey of the State. The commission has organized a psychopathic clinic which examines children free of charge and suggests lines of correctional treatment.

*Public information.*—The extension division is the distributing agency for such material as the university is able to gather and to put into usable form for the citizens of the State. Inquiries are answered by the division staff and university professors.

#### UNIVERSITY OF PITTSBURGH, DIVISION OF UNIVERSITY EXTENSION.

*General education section.*—Publications. Appointment bureau; the bureau conducts student employment, teacher appointment, and general alumni appointment. General information service. Educational meetings and conventions. Educational measurements.

*Extra-mural instruction department.*—Formal instruction. Class instruction is conducted by the regular university faculty. Courses for credit include a wide range of standardized university courses of the same grade as those offered on the campus.

Correspondence instruction. Formerly the extension division utilized those resources available from the University of Chicago. The division has assumed exclusive control and administration of this work and offers courses of its own.

*Lectures.*—The regular staff of the university is used by this bureau. Single lectures, with a wide range of subjects, are offered. No university credit is given.

Community center. The bureau does work in Americanization, conducts school and social surveys, investigations, research, and gives expert advice on community problems.

*Public service department.*—Informal instruction. Package Library Bureau. The bureau furnishes briefs, bibliographies, and club study programs. In addition to the stimulation of debates and literary activities in high schools, the bureau conducts a large debate and literary contest for high-school students on the university campus.

Visual Bureau. The bureau lends lantern slides owned by the university and educational motion picture films contributed by industrial concerns or furnished by the United States Bureau of Education.

School relations. The bureau has charge of high-school visitation, interscholastic contests, and student welfare.

*Business and commercial development.*—Business surveys; business short courses; cooperative work with commercial clubs.

#### UNIVERSITY OF SOUTH DAKOTA, EXTENSION DIVISION.

*Correspondence courses.*—The courses are based on textbooks, special reports, and special references furnished by the university library, and on special correspondence by the professor giving the course. A final written examination is given.

*Extension classes.*—The work is conducted by regular members of the faculty who meet extra-mural classes on Friday evenings and Saturdays in various parts of the State. Classes are held every four weeks and written work is done in the interim. Courses offered in education, sociology, economics, fine arts, and languages.

*Department of visual instruction.*—Slides, films, and charts are circulated in the State.

#### UNIVERSITY OF TEXAS, EXTENSION DIVISION.

##### EXTENSION TEACHING.

*Correspondence instruction.*—Courses are given for university credit, entrance credit, preparation for teachers' examination. Courses cover many subjects, including business and vocational work. Courses in law are given without credit.

*Group study courses.*—These are offered for women's clubs, teachers, business men, labor unions, mothers' clubs, literary societies, etc. Instruction is given through the medium of an outlined course, the instructor keeping in touch through correspondence.

and personal visits. A reference library is available. The courses are a combination of the correspondence and lecture plan.

*Extension classes.*—Classes not provided for in the regular university curriculum are conducted either by university instructors or other competent persons.

#### PUBLIC WELFARE SERVICE.

*Bureau of home welfare.*—Lecturers and demonstrators attend fairs and county educational meetings. "One-week schools" are held for women's organizations. Bulletins are published.

*Division of information.*—The division furnishes instruction and entertainment by exhibits, slides, films, music, etc. It also circulates package libraries and answers requests for information.

*Public lectures and publicity.*—Information is given on questions of the day, and on phases of literature, science, and art.

*School interests.*—A university interscholastic league has been organized. The bureau conducts contests in debate, declamation, spelling, vocational work, and athletics. It strives to promote the school as a community center, particularly in rural districts. It conducts county educational campaigns. The university provides two rural specialists for educational campaigns in rural districts.

#### UNIVERSITY OF UTAH, EXTENSION DIVISION.

*Bureau of instruction.*—Extension classes and correspondence study. Courses in business, trades, and industries, mining, and special courses for teachers and for mothers. Classes are formed upon the application of 10 people for the same work.

*Bureau of public service.*—Community and health institutes are conducted by the bureau. Child welfare work is supervised. Cooperative work is done with the State and National Government in baby-saving campaigns. The general work of the bureau covers water supply, sanitation, recreation, playgrounds, public improvements, lighting systems, street pavements, libraries, social conditions and needs, public accounts.

*Visual instruction.*—Slides and films circulated in the State.

*General information service.*—The bureau invites inquiries upon any subject about which it may be supposed to possess information. It disseminates information through bulletins and the press. It conducts a high school debating league.

*Lectures and entertainments.*—The bureau acts as an exchange for lecturers and artists. A list of the lectures available is published in the extension announcement.

*Teachers' service.*—With the cooperation of the State board of education and the Utah Educational Association, the extension division publishes "The Utah Educational Review."

*Americanization and educational work.*—Special lectures, institutes, training of teachers, vocational instruction.

#### UNIVERSITY OF VIRGINIA, EXTENSION DIVISION.

Instruction by lectures. Debate and public discussion. Package libraries. Virginia high school quarterly. Bureau of publication. Bureau of appointment. War extension service.

State Geological Survey and State Forestry department. These two departments devote practically all their time to extension work.

Moonlight schools, medical dispensaries, and rural life conferences are carried on by the Y. M. C. A. extension service. The conference is in connection with the summer school, and is held for one week. The proceedings are published and widely distributed.

## UNIVERSITY OF WASHINGTON, EXTENSION DIVISION.

## DEPARTMENT OF INSTRUCTION.

*Correspondence study* in academic and noncredit courses.

*Extension classes* are held in seven different cities. Evening classes are held at the university.

## DEPARTMENT OF COMMUNITY SERVICE.

The bureau of lectures offers medical lectures and clinics. Lectures are offered in series, and in courses.

*Bureau of debate and discussion.*—The bureau circulates package libraries, bibliographies, etc. It also issues debating bulletins, containing outlines of subjects of debate.

*Bureau of municipal and legislative research.*—The bureau collects statutes, ordinances, charters, and other documents. The chief of the bureau is secretary and treasurer of the League of Washington Municipalities which issues a bulletin entitled "Washington Municipalities."

*Bureau of civic development.*—The bureau extends advice to centers and civic clubs, and gives general service to community centers.

State tax conference. Annual newspaper institutes. School surveys. Mineral collections. Educational surveys. General information. Publications. Journals, bulletins, circulars of information, etc.

## NOTE.

Some extension work not administered by the extension division is as follows: Psychological clinics; laboratory examination of children. The college of mines issues bulletins, holds a three months' training session for miners, and does laboratory work.

## UNIVERSITY OF WISCONSIN, EXTENSION DIVISION.

*Department of correspondence study.*—Instruction is given by correspondence and in class groups. A list of the courses offered is given in the extension announcement.

*Department of instruction by lectures.*—University lectures are given singly and in series. In addition are offered concert recitals and reading programs. Institutes, conventions, commencements, etc., are provided for.

*Department of debating and public discussion.*—Bulletins, with facts, arguments, and selections of bibliographical character, are available on a number of questions. Package libraries, newspaper clippings, documents, publications. Study outlines and programs for clubs. Assistance in the writing of essays, themes, and orations.

*Department of general information and welfare.*—This department constitutes a clearing house through which inquiries on general matters are given attention. Various methods of disseminating information are utilized, including publication of nontechnical reports and the employment of experts for welfare work in local communities.

Other activities supervised or conducted by this department are community institutes, social service institutes, special conferences, vocational institutes, exhibits, community center promotion, service to civic and commercial clubs.

*Bureau of municipal reference.*—The bureau collects and furnishes technical information on all subjects of organization and administration and other problems.

*Municipal and sanitary engineering service.*—Assistance is given communities in the solution of problems of municipal and sanitary engineering.

*Bureau of community music and drama.*—The bureau offers the service of a leader for the organization of community choruses, dramatic clubs, lectures, etc. It prepares school and community programs, organizes literary and musical contests, lends phonograph records, and gives other assistance.

*Health instruction bureau.*—The bureau conducts a news health service, cooperates with State boards in health propaganda, assists in training public health nurses, publishes nontechnical bulletins on health subjects.

*Bureau of visual instruction.*—The bureau makes studies of materials and methods of illustrative teaching. It collects, produces, and distributes lantern slides, motion pictures, and other materials for use by schools and organizations.

Slides and films are lent in circuits, especially among schools. In addition, service is given to schools and civic organizations not in circuits. During the year 1917-18 nearly 42,000 lantern slides on more than 250 subjects and 510,000 feet of motion-picture film on 175 subjects were available to borrowers. Seven circuits were established for 21 weeks in succession.

In 1918-19 the available stock of slides was greatly increased and the number of films made available for lending was nearly doubled. The bureau secured and put in circulation many slides and films on war emergency, patriotism, Red Cross, food conservation, and other timely subjects. The number of borrowers increased greatly over the period 1914-1916. In the biennium of 1916-1918 there was a growth of over 70 per cent in the number of slides sent out and nearly 250 per cent in the number of films lent.

*Bureau of postgraduate medical instruction.*—Six-day courses of instruction are given to physicians by lecture and clinic. Courses were held in nine different cities in 1918-19.

## NOTES.

The division conducts a press service, which sends a weekly bulletin to 400 Wisconsin newspapers.

The university has established a chair of Americanization, and the extension division cooperates with the professor in charge of the work.

Much of the local work is administered through six districts with resident staff officers in the following cities: Milwaukee, Oshkosh, La Crosse, Superior, Wausau, and Eau Claire.

## UNIVERSITY OF WYOMING, EXTENSION DIVISION.

*Division of correspondence study.*—Credit courses are given under limited conditions. Noncredit courses are also offered. Courses are given in accounting, agriculture, education, engineering, home economics, etc.

*Traveling libraries.*—Traveling libraries are lent to individuals and organizations. They consist of 20 or more books of fiction, history, science, travel, etc.

*Lecture courses and university centers.*—Lecture courses are arranged free except for expenses. Courses are offered in literature, education, political science, etc. Combinations of class, correspondence, and club study are held in different centers of the State. The centers are under the direction of local leaders, and the work is supervised by university professors.

*General information.*—Inquiries received through the mail on special and general subjects are answered through the division by specialists in the various university departments.



### GENERAL EXTENSION IN AGRICULTURAL COLLEGES.

Several agricultural colleges are developing general extension service in addition to agricultural extension. This is the case in Mississippi, Maryland, and Maine, where general extension has not been established heretofore. In Washington the State college at Pullman has obtained legislative appropriation for general extension. Doubtless the agricultural college will divide the field of work with the University of Washington.

The Mississippi Agricultural and Mechanical College maintains, besides the cooperative extension division, a "service bureau," or "extramural division of the college work."

The service bureau is a branch of the Mississippi Agricultural and Mechanical College which seeks to expand into the broadest possible field the varied activities of the institution. To this end the bureau endeavors to act (1) as a clearing house to make available for the whole State the valuable information accumulated by the agencies of investigation and research which are parts of the college; (2) to extend through the department of correspondence study the exact knowledge imparted by the department of collegiate instruction; (3) to offer through the package libraries to schools, clubs, and other organizations, and interested individuals, the resources of compact and accurate libraries on a host of present-day topics of the moment; (4) to collect and to lend, through the department of visual instruction, both slides and films of an educational nature; (5) to supervise the agricultural work and the publicity department.

The department of correspondence study offers courses in agricultural engineering, astronomy, chemistry, civics, dairy husbandry, education, English, home economics, poultry husbandry, public discourse, business law, etc.

The general information service disseminates information both through newspapers and by correspondence. "It invites requests for any kind of material which has relation to the economic, social, intellectual, or religious life of the people."

Visual instruction.—The department lends slide sets on subjects in agriculture, "industry, patriotism, and general culture," and reels of motion pictures on similar subjects.

The package library department lends packages on over 300 subjects "of interest to students of educational or civic topics."

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Excerpt from catalogue of Mississippi Agricultural and Mechanical College, 1918.

## THE ORGANIZATION OF EXTENSION WORK.<sup>1</sup>

The following discussion is based upon replies to a questionnaire addressed to the directors of 29 leading extension divisions in the country. Replies were received from 24 institutions. They are the extension divisions of the State Universities of Arizona, Arkansas, California, Colorado, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, North Carolina, Oklahoma, Oregon, South Dakota, Texas, Utah, Washington, and Wisconsin, the University of Pittsburgh, Columbia University, Ohio University, the State Teachers' Colleges of Colorado and Iowa, and the Massachusetts Board of Education.

The information contained in the replies shows a very considerable variety of organization and administrative procedure, certain leading tendencies, and many local peculiarities.

### RELATION OF EXTENSION WORK TO THE UNIVERSITY.

The position most commonly occupied by the extension division is one coordinate with the schools or colleges of the university. This is true in Kansas, Missouri, Oregon, Indiana, Texas, Pittsburgh, Utah, and Wisconsin. The extension division of Wisconsin is ranked as a coordinate college, with a dean and faculty. In Minnesota it occupies a position between a department and a school, in Columbia and Colorado one similar to a school; in Michigan it is coordinate with the departments and schools. It is on the same level as a department in Arizona, Iowa Teachers' College, and Ohio University. It represents the extension activities of the various departments and schools in Washington, Iowa, and North Carolina. It cooperates with the departments in California.

The management of the extension division is usually independent of the faculty, though a partial exception is regularly made in the case of regulations pertaining to extension work done for credit. The management is subject to a committee of the faculty for the determination or recommendation of policies in Washington, Missouri, Colorado Teachers' College, California, and Arizona, and cooperates with an advisory committee in North Carolina. In Colorado it is independent, but subject to an advisory committee of the senate in such matters as credits, standards, and general interests.

The director of extension work, together with the associate directors and heads of bureaus, are generally ranked as members of the faculty, even when they do not teach in the university. In some cases they are also listed separately (Minnesota,

<sup>1</sup> This chapter is condensed from the mimeograph bulletin on the same subject, prepared by Dr. J. J. Schlichter, and issued by the Division of Educational Extension, March, 1919. A few minor changes have been made and additions incorporated. For further treatment of certain phases of organization, see "Class Extension Work in the Universities and Colleges of the U. S.," by A. J. Klein, Bul. 62, 1919, U. S. Bureau of Education.

Colorado, Oregon, California, Pittsburgh, Iowa, Oklahoma, Utah, Iowa Teachers' College, Colorado Teachers' College). In Indiana they are so listed when they do not do residence work. In Arkansas and Utah the director is ranked only as an administrative officer. The same is true of all the administrative officers of the extension division in North Carolina.

In Colorado the extension work of the western slope is carried on jointly by the State University, the State Teachers' College, and the State Normal School, under a supervisor appointed by an extension board. The supervisor is supported by the three institutions and has the rank of assistant professor on the faculty of each.

When the administrative officers of extension work and those giving their whole time to extension teaching are included as members of the faculty, the director is usually ranked as a professor, and the heads of bureaus as assistant professors, instructors, etc. In one case, where the extension work is subject to a committee of the faculty, the director is an associate professor. In two institutions, Wisconsin and Pittsburgh, the director ranks as dean. In one other there is some prospect of this rank for the director, and that of professor for the heads of bureaus. The rank of administrative officers seems to be determined by the salary paid them. Hence the advent of deans of extension work will be more than a change of titles for the director and his staff.

*Appointment.*—Appointment of the director and other administrative members of the extension staff is, as a rule, made in the usual way by the president of the university and the board of trustees or regents, other influences being unofficial and advisory. The following peculiarities and modifications are found. In California all appointments are recommended to the president by a committee of the university senate, called the University Extension Administrative Board. In Colorado the director is appointed by the president, and all other appointments are made on the director's recommendation. In Columbia the salaries of the assistants to the director are determined by him with the approval of the president. In Michigan the appointments are made by the board of regents. In Minnesota the director and assistant director are appointed by the president. In North Carolina the director is appointed by the president, and the assistants by the president and director. In Washington the heads of bureaus are appointed through joint recommendation. In Utah important appointments are submitted by the president to the dean's council. In Massachusetts the administrative officers of extension are appointed by the governor. In the appointment of instructors for extension work there is some variety of practice. The departments of the university are usually consulted and usually must approve instructors and courses for which credit is to be given, but the selection of instructors and courses, as a rule, is made by the extension division. In individual instances they are nominated or recommended by the departments concerned, or all instructors to be appointed must be approved by them, or the departments select them with the approval of the director or upon suggestions by him as to the kind of instructor wanted. A distinction is sometimes made between instructors doing correspondence work and others, but the usual distinction depends on whether they are to offer credit courses, and on whether they are regular members of the faculty giving part time to the extension work or extension instructors giving all their time. Cases occur where the departments and faculty have no control over instructors whatever, even when credit is to be given for their work, but this is exceptional. Quite as exceptional are the cases where the departments have full control of the appointment of instructors. This situation is, however, scarcely a normal one, and seems to be found where extension work has in the past been done by individual members of the faculty, and a full-fledged extension division has not yet been formed.

*Extension work done outside the division.*—In 14 of the 24 institutions no extension work, outside of that in agriculture, is done except under the direction of the general extension division. In a few even agricultural work is under its management. In nine States more or less other extension work is done outside of it, as follows:

University of Arizona—Engineering and mining the former being carried on by the college of engineering; the latter, under a separate State appropriation, by the State bureau of mines.

University of Colorado—Educational surveys.

University of California—Some lectures and institute work.

Colorado State Teachers' College—Department of psychology cooperates with juvenile court; department of sociology with the county court, department of education with the churches, etc.

Indiana University—Vocational teacher-training courses in the cities, some follow-up work for patients discharged from the hospital of the school of medicine.

University of Iowa—The clinical psychologist and State epidemiologist do extension work independently, the latter being employed jointly by the extension division and the State board of health.

University of Kansas—The school of education controls the work of its school-service bureau; members of the faculty visit teachers' institutes independently of the extension division.

University of Oklahoma—The school of education does its extension work independently. Two heads of departments act as secretaries, respectively, of the State Municipal League and the State Electric Light and Power Association.

University of Texas—The bureau of municipal research and the bureau of economic geology, which are units in operation, act independently of the extension division.

The arrangements just mentioned for extension activities outside of the extension division are by most directors considered satisfactory. There is very little evidence of friction, and the only serious objections made are on the ground of duplication of machinery and waste of effort. One director, whose division controls all the extension work of his institution, would encourage the departments to go ahead on their own initiative when there is no spirit of antagonism.

#### ADMINISTRATION.

In the subdivision of extension activities into what are usually called departments or bureaus there is the greatest diversity. Arizona has 2 such subdivisions, Arkansas 5, California 7, Colorado 9, Colorado State Teachers' College 5, Columbia 4, Indiana 8, Iowa 7, Iowa State Teachers' College 3, Kansas 4, Massachusetts Board of Education 3, Michigan 12, Minnesota 7, North Carolina 20, Oklahoma 5, Oregon 5, Pittsburgh 8, South Dakota 8, Texas 5, Utah 10, Washington 13, Wisconsin 4. Arkansas, Colorado, Indiana, Pittsburgh, and Utah group their activities under two main heads—instruction and public service. To these the name "bureau" is sometimes affixed also.

In a few cases the management of the different bureaus is practically independent, but as a rule the director exercises more or less complete supervision or control. New policies are determined in about half the divisions by consultation between the director and the individual head of the bureau concerned. The rest are about equally divided between those where a common consultation of all members of the staff is held and those where both individual and common consultation are found. When a distinction is made, general policies are determined by the latter, details by the former.

method. In California general policies are determined by the director and the administrative extension board of the university senate.

*Local centers.*—Local centers, with more or less definite administrative management of their own, are maintained by some of the extension divisions.

California has four local centers—at Los Angeles, Stockton, San Diego, and Fresno, with representatives of the extension division in charge.

The joint arrangement between the University of Colorado, Colorado State Teachers' College, and Colorado State Normal School has already been mentioned, by which through a committee representing the three schools the extension work of the western slope is put under the direction of a superintendent, who devotes his whole time to it. The committee, which consists of the director of extension at the university and the presidents of the other two institutions, selects the superintendent, outlines his duties, and has referred to it monthly reports of his work for its approval.

The director of extension at Columbia generally appoints some representative who acts as secretary for the local interests, merely looking after the registration and banking of the tuition fees under the direction of the bursar of the university.

In the two centers of the Indiana division the local officer in charge stands in the same relation to the director as the members of the main staff at the university. The chief duties of the local management are to arrange and conduct classes in the vicinity of the center.

In Kansas a local committee has charge, including the director, one member appointed by him, and others elected by the local center. It arranges and conducts the program of entertainment and education for one year and cooperates with the extension division in securing the greatest possible use of the services of the university for the community. The membership of the local center is composed of those who pay the membership fee, which entitles them to all programs for the year. They elect a president and act through committees for the various kinds of extension service to be obtained, lectures, musical recitals, social welfare, community surveys, etc. A local secretary, appointed by the director, conducts the correspondence, takes charge of slides and films, follows up the work of the committee and the program, and keeps things moving and active generally.

The Massachusetts division has one local center, at Springfield, whose manager is responsible to the agent in charge of class instruction, and attends to publicity and the organization of classes.

The North Carolina local centers are in charge of a separate member of the staff, who cooperates with a local committee.

The University of Oregon has a local center at Portland, with a director and secretary.

South Dakota is planning the appointment of paid local secretaries, who are to keep the class fully advised of matters concerning it, make local arrangements, and keep the extension idea prominently before the public.

The extension division of Wisconsin has six local districts, with headquarters at Milwaukee, Oshkosh, La Crosse, Superior, Wausau, and Eau Claire. Each has a district representative at its head, and one or more organizers, in addition to clerks and stenographers. Each has also one or more local instructors in engineering and in other lines much in demand. The chief of the bureau of health instruction has his headquarters at Milwaukee. The district representatives are chosen by the dean of extension, as are also the organizers, after consultation with the district representatives. The latter are responsible to the dean for the staff and work of their districts.



Local instructors work under the direction of the home office at the university. The duties of the local staff are to survey the educational needs of communities and serve them through the various types of extension service. The district representatives are called into conference at the university once or twice a year, and at other times individually when necessary. They hold weekly conferences with their men for plans and reports on their work. Monthly reports are made by district representatives and instructors, and daily reports by the organizers.

## INSTRUCTION, LECTURES

The great bulk of extension instruction and lectures is given by regular members of the faculties. The following extension divisions report instructors' giving full time to extension work: Kansas 3, Minnesota 2, Oregon 6, California 4, Colorado 3, Columbia 195, Indiana 4, Massachusetts Board of Education 14, Pittsburgh 3, Iowa 7, Michigan 1, Colorado State Teachers' College 1, Iowa State Teachers' College 30 (summer), Ohio University 3, Utah 1, Wisconsin 60. Only a few institutions have lecturers devoting all their time to extension work. Indiana has 5, Oklahoma 1, Wisconsin 25. The members of the regular faculty devoting part time to extension instruction range from 2 to 107 (Columbia); of lecturers, from 2 to 115 (Michigan). The average number of part-time instructors per institution is 29, of part-time lecturers 21.

Instructors and lecturers are employed from outside the faculty and extension staff by nearly all the divisions. The following classes of such additional help are mentioned: Instructors at distant points, business and professional men, lawyers, doctors, lecturers in popular courses, travelers, instructors from the public schools, instructors for special work (vocational and commercial, e. g., wireless telegraphy), instructors for scout masters and camp-fire training camps, specialists in Americanization, community organization, municipal government and health subjects, superintendents of mines and factories, speakers at institutes and conferences.

*Supervision.*—The work of instruction thus done is sometimes closely supervised by the departments at the university under which it falls, through examination questions, outlines of the courses, and by other means. In Columbia each department has an extension committee for this purpose. In California, department secretaries cooperate with the assistant director in charge of instruction. Usually, however, the supervision is exercised through visits by the extension director or some member of the staff representing him. In two cases the school of education has a special part in this, and in one case the services of the State high-school inspector are thus employed.

Methods of determining the success of instruction or lecture work are various. In the order of frequency they are: Personal visits, usually by the director, confidential reports by reliable persons on the ground, conferences with superintendents, results as seen by subsequent requests for courses, careful analysis of the results of instruction by a tabulation of such items as attendance, reasons for absence, character of examination papers. The answers to questionnaires give evidence that it is a difficult problem, and usually several of the methods named are employed. It might be said that the tendency is toward accurate determination of results by such methods as the last one mentioned. At least, we find this method adopted by strong divisions whose finances permit them to do so.

\* These figures do not include all administrators who have the rank of instructor but do no teaching.

Supervision of correspondence work by personal visits of instructors is found only in 6 out of 18 cases, and in several of these but little is done in this line, though it is considered desirable by several. Since correspondence work is usually conducted by regular members of the faculty, and is an individual matter so far as the student is concerned, correspondence and correction of his work is relied upon to check his work. The desirability of personal contact seems to be attested by the fact that several institutions which do a good deal of correspondence work make provision for it. The establishment of a number of local centers for extension work, with resident instructors, as we find in Wisconsin, makes this method of supervision relatively easy. As a new venture in this field should be mentioned the Helps for Community and Home Study Department just being established by Columbia.

*Group study.*—Group or class study, in which the instructor is not present at every meeting of the class, but periodically, is maintained by 9 out of 21 divisions replying. The success is reported as good by 4, as fair or as depending on circumstances, like local leadership, by 3, and as unsatisfactory by 2.

Help from outside the university and extension staff is secured when needed by most extension divisions. The institutions report the following purposes for which they secure such help: Instruction 11, lectures 7, special and peculiar fields 3, institutes and conferences 6, correspondence work 2, grading correspondence papers 1, surveys and investigations 1, debating league 1, recreation camps 1, good roads and country life 1, community and child welfare 3, woman's clubs 1, expert informational work among teachers 1, promotion 2. Trained professional men and experts, the faculties of other colleges, former members of the university faculty, school superintendents and teachers, and National, State, and municipal officials are among the classes drawn upon for this purpose.

#### COOPERATION.

Fixed relations of cooperation are established by more than three-fourths of the extension divisions with a great variety of institutions, agencies, and organizations for business, charitable, general welfare, and general educational purposes. A large share of their effective work in these directions is done by extension divisions in this way, since it enables them to benefit by the accumulated experience, organization, and expert assistance of these bodies. Among them are the State and local chambers of commerce, rotary clubs, art clubs, the Federation of Women's Clubs, the Red Cross, hospitals, boards of education, the State board of health, the State Library Commission, colleges, universities and high schools, the States Relations Service, the State board for vocational education, various industrial organizations, the Anti-Tuberculosis Association, the State Conference of Charities and Corrections, the Young Men's Christian Association and Young Women's Christian Association, the churches, the American Institute of Banking, the State League of Municipalities, the granges, the railroads, advertising clubs, and local or State welfare and business organizations of various kinds.

These forms of cooperation are, with very few exceptions, reported as yielding good results, and even a qualified statement on this point is rare.

Cooperation with other extension divisions is carried on to a certain extent and in certain lines by 17 of the institutions. The remaining 7 either have not established cooperation with other extension divisions or did not answer the question. The close cooperation of the extension division of Arkansas with the States Relations Service deserves special mention. In the cooperation between the State institutions of Colorado expenses are shared and efforts pooled to provide the west slope with extension work. Slides, films, and to a limited extent lectures, are exchanged by Indiana, and there is reciprocation also in the exchange of mailing lists. The relations between the extension divisions of the State institutions of Iowa are deter-

<sup>1</sup> These figures should be larger, for most reports list only one or two purposes as examples.

mined by the extension council of the State board of education. In Kansas the State Agricultural College supplies the extension division of the university with demonstrators and lecturers in home economics for community institute programs, their local expenses being paid by the university extension division. The cooperation between Minnesota, North Dakota, and Wisconsin is in securing and routing lyceum talent. Oklahoma exchanged publications and package library material and has cooperation in correspondence study. The latter is found in a limited degree also in Oregon and in Colorado, which also exchange slides to a limited extent. Pittsburgh has used the correspondence-study division of the University of Chicago for its work in this line. It is a common practice to refer requests from outside the State to the extension division in the State where the correspondent resides.

#### BUDGET.

The appropriations for extension work are as a rule made either directly by the legislature or by the board of regents of the university, upon an estimate submitted by the director and approved by the president. The two methods of providing funds are about equally common. In one institution the president alone makes the assignment for the extension division.

Fees are charged by all of the 24 divisions reporting except two. They are regularly charged for correspondence work, and nearly always for class instruction also. In several cases a fee is charged only for credit courses. One division which has until now not charged fees for class instruction will do so hereafter. In the case of lectures the fee most commonly goes directly to the lecturer, together with the expenses of the trip. In isolated cases no charge is made for lectures, except the expenses of the lecturer. Fees are also charged in some cases for community institutes, short courses, service to women's clubs, current-topics study, first-aid instruction, industrial classes, and the use of slides and films.

The fees are sometimes paid into the extension fund; sometimes, and with about the same frequency, into the general university fund; or, in Massachusetts, into the State treasury. In the former case sometimes a fixed division is made between the divisions and the instructor, 50-50 in one, 20-80 in another, and 10-90 for the regular faculty and 30-70 for local instructors in a third. In the last-named case 20 per cent goes to the local administration for the expense of supervision. When the fees are paid into the university fund, this is in several instances done as a mere form, since they are reappropriated to the division or subject to its call for certain payments in instruction.

*Methods of payment.*—The payment to instructors is made according to several different methods. Sometimes regular members of the faculty receive no extra compensation for extension work; sometimes they are paid according to a scale, in which their regular salaries, the nature of the course or lecture and the attendance at the lecture or class, as well as the frequency of its meetings, may be factors. Local or outside instructors are sometimes paid according to the fees received from their work, even when regular instructors are not thus paid, but more commonly they are engaged for a specific purpose and paid a sum agreed upon. Two institutions pay the fees up to a certain amount, one of them with a certain guaranty

in addition. Another makes the pay depend on fees received for class work within certain limits of attendance. Assistance for grading and correcting correspondence-study papers is, at least in some cases, paid by the lesson or assignment.

Other kinds of income received by the extension divisions are of such a varied character that they are difficult to estimate. Practically all the divisions receive considerable local help, which if counted as actual income would bulk large. Equally difficult is it to determine how much service the extension work receives from the faculty members and from the general administrative staff of the university. In some institutions, telephone, telegraph, and express charges are paid from the general university fund and not charged against the extension budget. Divisions in some instances receive special appropriations from the State board of education, some obtain gifts of the cost of printing special bulletins, others receive financial assistance from industrial or commercial corporations for conducting work for employees or the community.

Little effort is made to establish a fixed budget for the different bureaus of a division, the assignment of funds depending on the needs as they arise. In several very distinctly defined lines of work, like that of the institutes of arts and sciences at Columbia, and the summer extension work of the Iowa State Teachers' College, a fixed separation of funds is the established practice.

The traveling expenses of instructors and lecturers and other agents are paid by the extension division in 7 States, by the community in 7, by the State in 6, by the university in 4. Communities do not, however, always pay these expenses, even in the States referred to, since there is usually an alternative. In some cases the administrative expenses are excepted and paid by the extension division or the State. In two cases the expenses are met out of the fees.

In a similar manner, institutes or conferences are financed by the university in 5 cases, by the extension divisions in 4, by the State in 2, by cooperation of the community and the extension division in 3, by the community in 1, by one of the three methods in 3, by special appropriation in 2, by the State board of education in 1.

Slides, films, and package libraries are furnished free, except for cost of transportation, and in some cases for damage, in 9 States, in one of which it is provided that no admission fee be charged. In 2 additional States transportation one way only is charged.

#### THE FLORIDA BUDGET.

The following is a partially itemized budget for general extension as provided by act of the Florida legislature in 1919:

SECTION 5. The sum of \$50,000, or so much thereof as may be necessary, is hereby appropriated out of the general revenue fund to carry out the work herein authorized, for a period of two years and one month from June 1, 1919, to June 30, 1921, and shall be expended as follows:

Salary of director.....	one year.....	\$3,000
Salary of field agent.....	do.....	3,000
Salary of office assistants, stenographers, filing clerks, and librarians.....	do.....	2,700

Extra pay for professors engaged in outside work, estimated for 352 days at \$5 per day.....	one year.....	\$1,760
Extra pay for 10 students assisting in work in office at \$300 each.....	do.....	3,000
Pay for lecturers and entertainers.....	do.....	500
Traveling expenses for field agent, estimated 150 days at \$7 per day.....	do.....	1,050
Traveling expenses for professors and students engaged in outside work.....	do.....	1,290
Traveling expenses for lecturers and entertainers.....	do.....	500
Contingencies, telegrams, researches, advertising, and extra salaries.....	do.....	1,500

[Appropriations for items listed above may be transferred from one to another as need may arise.]

Subscription for periodicals.....	one year.....	500
Printing.....	do.....	1,200
Camps.....	do.....	1,500
Purchase of correspondence courses.....	do.....	1,000
Purchase of slides and films.....	do.....	2,000
Purchase of filing cases, writing machines, and other office furniture.....	do.....	500
<b>Total.....</b>		<b>\$25,000</b>
For second year.....		\$25,000
For the two years.....		\$50,000

#### UNIVERSITY POLICY.

The following is a condensed statement of the place and function of an extension division in university policy. The propositions are taken from a preliminary draft of the by-laws proposed for a western university.

SECTION 1. *Fundamental considerations.* The university is under obligations to serve, within its means, all the people of the State.

The department of instruction is the unit of university activity, whether on or off the campus.

A school of the university is an administrative device by which certain major interests of the people may be more efficiently served. Departments that contribute to the activity of a school retain their integrity and independence as structural units of the university.

Only stringent necessity should make it necessary for the board of regents to establish more than one department covering the same field.

SEC. 2. *The field of the extension division.* The extension division is coordinate with the other divisions called schools. It is the administrative device by which the university serves the people of the State who can not come to the campus for instruction, or who, if they come to the campus, take only such work, especially provided, as their regular vocational duties permit them to take.

SEC. 3. *The extension division and the departments.* The departments of the university must do their teaching work beyond the campus through the extension division, and credit extension classes must be given with the general understanding of the departments concerned.

SEC. 4. *The extension division and schools.* In such of its teaching work as is designed to count toward a university degree the extension division represents the schools, and such work must be given with the understanding of the schools concerned.

SEC. 5. *Independent organization authorized.* The extension division may be authorized to undertake work independently of the departments or schools.



SEC. 6. *Classification of extension workers.* Members of the extension staff, who give instruction in a recognized field of knowledge should be classified also with the staffs of the departments in question.

Clerks and administrative officers should be classified only with the extension staff.

SEC. 7. *Classification of extension students.* All students taking credit courses by extension should be classified as of the school in which their major work lies. They should, however, determine this classification themselves, on their application cards at the time of registration or on forms otherwise provided by the registrar. All extension students not so fixing their classification in schools and all other extension students shall be classified merely as extension students. This section does not in any way prohibit the extension division from maintaining and publishing lists of all students doing extension work.

## LIST OF EXTENSION PUBLICATIONS.<sup>1</sup>

UNIVERSITY OF CALIFORNIA--EXTENSION DIVISION.

### BULLETINS.

#### Volume 1. 1915-16.

- No. 9. Part 1. Bureau of Correspondence Instruction. (General information.)
- No. 11. Bureau of Class Instruction. (Announcement of courses, 1915-16.)
- No. 14. Bureau of Public Discussion. (Constitution and rules and regulations of the Interscholastic Public Speaking League of California.)
- No. 15. University extension service for teachers.

#### Volume 2. 1916-17.

- No. 8. Correspondence courses in gasoline automobiles, advanced shop mathematics, etc.
- No. 16. Compulsory health insurance.
- No. 19. Military service.
- No. 21. Single house legislature.
- No. 23. Some suggestions regarding possibilities of service in view of the war.

#### Volume 3. 1917-18.

- No. 1. Bureau of Class Instruction. (Announcements of courses 1917-18.)
- No. 2. The newsprint situation.
- No. 3. League to enforce peace.
- No. 4. Schedule of classes (August).
- No. 5. Preliminary announcement for Southern California.
- No. 6. Preparing the way for peace. (Stereopticon lecture outline.)
- No. 7. Steps toward democracy in Europe. (Syllabus of six illustrated lectures.)
- No. 8. From north to south in Europe. (Syllabus of six illustrated lectures.)
- No. 9. Episodes in American history and exploration. (Syllabus of six illustrated lectures.)
- No. 10. Revelations of intrigue. (Stereopticon lecture outline.)
- No. 11. Constitution, Public Speaking League.
- No. 12. Correspondence course in music.
- No. 13. Courses in philosophy, political science, economics, and history. (Correspondence.)
- No. 14. Judging the debate.
- No. 15. Astronomy, oral and dental hygiene, zoology. (Correspondence.)
- No. 16. Stereopticon lecture outline.
- No. 17. The single tax.
- No. 18. Use and care of the gasoline automobile. (Correspondence.)
- No. 19. Disaster and its reaction. (Stereopticon lecture outline.)
- No. 20. Government monopoly of the manufacture of munitions of war.
- No. 21. Correspondence courses in business subjects.
- No. 22. Schedule of classes (January).
- No. 23. Illustrated lectures on art.
- No. 24. Constitution, rules and regulations, junior section, Interscholastic Public-Speaking League.

<sup>1</sup> This check list of university extension publications was originally prepared by Dr. Schlicher from records in the office of the division of educational extension. The list includes those bulletins and circulars sent to Washington and those tabulated in the publications of several divisions.

## Volume 3. 1917-18—Continued.

Nos. 26, 30, 37, 38. Correspondence courses in journalism, business, technical subjects, and education.

No. 32. Illustrated war lectures.

No. 35. Extension courses offered in southern California.

No. 40. Schedule of classes.

## Volume 4. 1918-19.

No. 1. Six-year presidential term.

No. 4. Correspondence courses in sewing, etc.

No. 5. Correspondence course in art appreciation.

In addition, numerous circulars dealing with instruction, exhibits, etc., are issued.

## UNIVERSITY OF COLORADO—EXTENSION DIVISION.

(Extension bulletins are contained in the University of Colorado bulletin with separate numbering.)

## BULLETINS.

- No. 1. High school and college conference. (Abridged reports, 1896, 1898, 1903, 1909, 1910.)
- No. 2. University extension division. (General statement, 1912.)
- No. 3. Protection against typhoid, 1912.
- No. 4. Municipal water supplies of Colorado. By C. C. Williams. 1912.
- No. 5. Correspondence study centers. (Lectures and addresses. 1912.)
- No. 6. List of serials in University of Colorado library, 1913.
- No. 7. The practical value of birds. By Junius Enderson. 1913.
- No. 8. A week of applied sociology—conference of social workers, 1913.
- No. 9. Report of the week of applied sociology, 1913. (Program.)
- No. 10. Correspondence study classes, lectures, etc.
- No. 11. Graduate courses in medicine, 1913.
- No. 12. Insanity, its nature, causes, and prevention. By Francis Ranelly. 1913.
- No. 13. Colorado Sociological Conference. (Social welfare, education. Program. 1914.)
- No. 14. Sociological Conference, 1914. Report.
- No. 15. Colorado high school and college courses, 1912, 1913, 1914. (Abridged reports.)
- No. 16. Colorado Sociological Conference. (Program, 1915.)
- No. 17. Community welfare conferences. (Suggested organization and programs.)
- No. 18. University extension. (Announcement of courses, October, 1915.)

*General Series.*

- No. 99. Colorado Sociological Conference and Colorado Municipal League. (Administrative efficiency in a democracy. Program, 1916.)
- No. 118. Extension courses in clinical laboratory methods, September 7, 1917.
- No. 132. University extension courses. (General announcements, November, 1918.)
- Constitution of the Colorado high school debating league.
- The war is over—let's go!
- Business and industrial courses, September, 1915.
- Telling stories to children.
- Program suggestions for women's clubs. (Program, 1917.)
- Social education and public health.

## INDIANA UNIVERSITY—EXTENSION DIVISION.

## BULLETINS.

## Volume 1. 1915-16.

- No. 1. Correspondence study.
- No. 2. Municipal home rule. (High School Discussion League, October, 1915.)
- No. 3. Lantern slides, 1915.
- No. 4. The community schoolhouse.
- No. 5. First loan exhibit of pictures.
- No. 6. Early Indiana history.
- No. 7. Indiana local history.
- No. 8. Westminster Abbey.
- No. 9. Reference aids for schools.
- No. 10. Community welfare programs.
- No. 11. Play and recreation.
- No. 12. Extension courses of instruction at Indianapolis, August, 1916.

## Volume 2. 1916-17.

- No. 1. Play and recreation. (Four papers read at a conference, 1916.)
- No. 2. High School Discussion League. (Compulsory military service for the United States.)
- No. 3. Correspondence study. (Courses.)
- No. 4. Extension courses at Fort Wayne, January, 1918.
- No. 5. Community institutes.
- No. 6. Third Conference on Educational Measurements. (Report.)
- No. 7. Package libraries.
- No. 8. Class instruction.
- No. 9. Extension courses at Fort Wayne, September, 1918.
- No. 10. A new constitution for Indiana. (Club study outline.)
- No. 11. City markets. By Frank T. Stockton.
- No. 12. Extension courses of instruction at Fort Wayne.

## Volume 3. 1917-18.

- No. 1. Cooperative retail delivery. By W. S. Bittner.
- No. 2. High School Discussion League. (War finance in the United States.)
- No. 3. Financing the war. By Ray S. Trent.
- No. 4. Extension courses of instruction at Fort Wayne.
- No. 5. Vocational recreation in Indiana, 1916.
- No. 6. Club study outline—subjects: America's war problems the background of the great war.
- No. 7. Women in industry. By Ray S. Trent.
- No. 9. Extension courses of instruction at Fort Wayne.
- No. 10. Extension courses of instruction at Indianapolis.
- No. 11. Public Markets. By Walton S. Bittner.
- No. 12. Correspondence study. (List of courses.)

## Volume 4. 1918-19.

- No. 1. High School Discussion League. (Universal service for citizenship.)
- No. 2. Extension courses at Fort Wayne, October, 1918.
- No. 3. Extension courses at Indianapolis, November, 1918.
- No. 4. Fifth Conference on Educational Measurements, 1918.
- No. 5. Town and city beautification.
- No. 6. School and community service.
- No. 7. Visual instruction.
- No. 8. Feeding children at school.
- No. 9. Americanization.
- No. 10. Speakers' bureau.

## Volume 11.

No. 10. A new constitution for Indiana. (Outline and students' speeches, January, 1914.)

No. 6. Debating and public discussion. (A manual for civic discussion clubs June, 1913.)

## Volume 13.

No. 7. A manual of pageantry. By Robert Withington.

## Volume 15.

No. 8. Extension division announcement, 1917-18.

## Volume 16.

No. 6. Extension division announcement, 1918-19.

A new constitution for Indiana. (First annual contest, Indiana High School Discussion League, June, 1914.)

Topics of interest to women's clubs.

Baby-saving campaign and child-welfare institute. (Program.)

Programs of community institutes.

## CIRCULARS OF INFORMATION.

Visual instruction. (Second loan exhibit of pictures.)

Visual instruction. (Third loan exhibit of pictures.)

Club study. (Departments and courses of study.)

Extension lectures. (A list of speakers and subjects.)

Public library lectures. (A list of speakers and subjects.)

Commencement lectures. (A list of speakers and subjects.)

Community institutes. (Explanation and suggested programs.)

Community institutes. (Methods of organization.)

The fourteen-minute speech.

Public discussion. (Package libraries.)

Public discussion. (Debates.)

State High School Discussion League.

Visual instruction. (Equipment.)

Visual instruction. (Third loan exhibit of pictures.)

Visual instruction. (Motion pictures.)

Play and recreation.

Fourth exhibit of pictures.

Problems of the war.

## UNIVERSITY OF IOWA—EXTENSION DIVISION.

## BULLETINS.

No. 1. Street lighting. By Arthur H. Ford.

No. 2. Rate-making for public utilities. By Wm. C. Raymond.

No. 3. Engineering as a profession. By Wm. C. Raymond.

No. 4. Store lighting. By Arthur H. Ford.

No. 5. Economy of time in arithmetic. By Walter H. Jessup.

No. 6. Vocational guidance in high schools. By Ervin E. Lewis.

No. 7. Ninth annual announcement of the Iowa High School Debating League. By Glenn N. Merry.

No. 8. Waterworks statistics of 38 cities of Iowa, with the meter rates of 70 cities. By John H. Dunlap.

No. 9. Work, wages, and schooling of 800 Iowa boys in relation to the problem of vocational guidance. By Ervin E. Lewis.

No. 10. Principles of advertising. By Philip J. Sodergren.



- No. 11. Hygienic conditions in Iowa schools. By Irving King.
  - No. 12. Tenth annual announcement of the Iowa High School Debating League. By Glenn N. Merry.
  - No. 13. Employers' welfare work in Iowa. By Paul S. Pierce.
  - No. 14. Iowa handbook on child welfare.
  - No. 15. Present attainment in handwriting of school children in Iowa. By Ernest J. Ashbaugh.
  - No. 16. Child welfare surveys and bibliography.
  - No. 17. Correspondence courses.
  - No. 18. High school plays. By Glenn N. Merry.
  - No. 19. Culture and women's clubs. By Thomas H. MacBride.
  - No. 21. Loan collections of lantern slides.
  - No. 22. Municipal accounting. By Russell A. Stevenson.
  - No. 23. Eleventh annual announcement of the Iowa High School Debating League. By Glenn N. Merry.
  - No. 24. Arithmetical skill of Iowa school children. By Ernest J. Ashbaugh.
  - No. 25. Standards of measuring junior high schools. By Ervin E. Lewis.
  - No. 26. The social survey. By Bessie A. McClenahan.
  - No. 27. The Iowa desk book of newspaper practices. By Conger Reynolds.
  - No. 28. Twelfth annual announcement of the Iowa High School Debating League. By Glenn N. Merry.
  - No. 29. German submarine warfare against the United States, 1915-1917. By Louis Pelzer.
  - No. 30. Newspaper English. By Sam B. Sloan.
  - No. 31. The Monroe Doctrine and the War. By Harry G. Plum.
  - No. 32. The conservation of sugar. By Ernest Horn and Maude M. McBroom.
  - No. 33. The fifth annual recreational camp for girls.
  - No. 34. Iowa Training Camp for Scoutmasters.
  - No. 35. Conference for Religious Workers.
  - No. 36. The overdraft evil as illustrated by conditions in Iowa banks. By Nathaniel R. Whitney.
  - No. 37. Survey of the high schools of Des Moines. By Ervin E. Lewis.
  - No. 38. Thirteenth annual announcement of the Iowa High School Debating League.
  - No. 39. Loan collections of lantern slides.
  - No. 40. Iowa Patriotic League. (Bibliography.)
  - No. 41. Survey of the school buildings of Muscatine. By Ernest J. Ashbaugh.
  - No. 42. Parent-teacher associations in Iowa.
  - No. 43. Iowa spelling scale. By Ernest J. Ashbaugh.
- Programs of Retail Merchant's Conferences.

## UNIVERSITY OF KANSAS—EXTENSION DIVISION.

## BULLETINS.

- Training for debating, with model briefs, 1910.
- The recall of judges, with bibliography and references, 1913.
- Constructive juvenile effort in Kansas.
- Announcement of the Kansas High School Debating League, August, 1918, with bibliography and references on compulsory arbitration (also list of debates since 1910-11).
- Announcement of extension lectures, lecture courses, and concerts, with general information, 1915.
- Suggestions for forming child welfare organization.
- Merchants week lectures, 1915. (Report.)
- Bulletin of the Department of General Information.

Correspondence study courses, 1918.

The cigarette problem.

#### INFORMATION LEAFLETS.

Department of general information.

Play service.

Visual instruction, 1918-19.

Commencement addresses, 1918.

Public speaking in high schools.

The cigarette problem.

How to enter the child welfare movement.

Juvenile thrift and industry.

Home and school gardening.

Child welfare in war time.

Women's clubs, debating outlines, package libraries, 1918-19.

Plays for schools, 1918.

Public speaking in the high school.

Service of the university extension division. (Description of departments.)

#### MASSACHUSETTS BOARD OF EDUCATION—DEPARTMENT OF UNIVERSITY EXTENSION.

##### BULLETINS.

Volume 1, 1916.

No. 1. Correspondence courses, 1916.

No. 2. Correspondence and group-study courses, 1916.

No. 3. News bulletin.

No. 4. Courses for class instruction.

No. 5. Courses for correspondence instruction.

No. 6. Courses to be offered in cooperation with public libraries in Massachusetts.

Volume 2, 1917.

No. 1. Second annual report on university extension.

No. 2. Educational extension opportunities in Massachusetts.

No. 3. Bureau of Class Instruction and Bureau of Correspondence Instruction.  
(List of courses May, 1917.)

No. 5. Food thrift.

No. 6. Courses offered for correspondence instruction, November, 1917.

Volume 3, 1918.

No. 3. Courses offered for correspondence instruction, May, 1918.

No. 5. Courses offered for class instruction, 1918-19.

No. 6. Courses offered for correspondence instruction, 1918-19.

University extension courses, 1918-19, offered by the Boston commission on extension courses.

Public document No. 113. Third annual report of the board of education—department of university extension, January, 1918.

#### UNIVERSITY OF MISSOURI—EXTENSION DIVISION.

##### BULLETINS.

No. 2. School-improvement agencies, 1913.

No. 3. Consolidation of schools in Missouri, 1913.

No. 4. Correspondence courses in high-school subjects, 1913.

No. 6. Preservation of food in the home, 1914.

No. 7. Care of free textbooks, 1914.

- No. 9. Abnormal and defective children, 1914.
- No. 11. The house fly, 1914.
- No. 12. Correspondence courses in high-school study, 1915.
- No. 13. Announcements of the extension division, 1915-16.
- No. 14. Technical manual arts for general educational purposes, 1916.
- No. 15. Country roads, 1916. (2 parts.)
- No. 16. Hand work in grades 1 to 6, 1916.
- No. 19. Correspondence courses in high-school subjects, September, 1916.
- No. 20. Announcement of the extension division, 1916-17.
- No. 21. Manual for the mental and physical examination of children, 1916.
- No. 22. Better highways, 1916.
- No. 23. The feeding of children, 1917.
- No. 24. Feeding the baby, 1917.
- No. 25. Extension division—Announcement, 1917-18.
- No. 26. Extension division—Announcement, 1919-20.
- Constitution of the Missouri High-School Debating League.
- Announcement of the extension division, 1912-13.

## UNIVERSITY OF MINNESOTA—EXTENSION DIVISION

- Americanization training course, 1918-19.
- Community centers.
- Effective debating.
- Programs of merchants' short courses.
- University extension lectures, 1918-19.
- Correspondence courses, 1918-19.
- Announcement of evening courses, 1918-19.
- University-extension—What and why?
- Handbook of extension service.
- Community service.
- The key to opportunity.

## UNIVERSITY OF MICHIGAN—EXTENSION DIVISION.

- Library extension service, 1918-19.
- Michigan High-School Debating League.
- Extension credit courses, 1918-19.
- Extension service, 1918-19.

## UNIVERSITY OF NORTH DAKOTA—EXTENSION DIVISION

- High-School Debating League.
- High-school declamation contest, high-school universal contest, 1918-19.
- Play festivals.
- Extension division—Announcements.
- University extension lectures.
- Correspondence study.

## UNIVERSITY OF NORTH CAROLINA—EXTENSION DIVISION.

## BULLETINS.

*Debate and declamation.*

- Compulsory military training.
- Woman suffrage.
- Addresses on education for use in declaiming, essay writing, and reading.

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The initiative and referendum.  
 Public discussion and debate.  
 Ship subsidies.  
 The enlargement of the Navy.  
 Government ownership of railroads.  
 Compulsory arbitration of industrial disputes.  
 Announcement and regulations of the High School Debating Union of North Carolina.  
 1918-19.  
 Selections for speaking in the public schools.

*County economic and social surveys.*

Cooperative institutions among the farmers of Catawba County.  
 Syllabus of home-county club studies.  
 Country life institutes.  
 The North Carolina Club Year-Book, 1915-16.  
 Sampson County: Economic and social.  
 The North Carolina Year-Book, 1916-17.  
 Local study clubs.  
 Correspondence courses, extension lectures.

*Extension circulars:*

Our country-church problem.  
 Our Carolina highlanders.  
 Wealth, welfare, and willingness in North Carolina.  
 County government and county affairs.  
 The country church.

*Educational information and assistance.*

A professional library for teachers in secondary schools.  
 The teaching of county geography.  
 Measurement of achievement in the fundamental elementary-school subjects.

*War-information series.*

War-information service.  
 The Lafayette Association.  
 A program for extension for a time of war.  
 Why we are at war with Germany.  
 Single lectures concerning the war.  
 Extension courses and lectures.  
 Will you keep the freedom our soldiers win?  
 National ideals in British and American literature.

*Extension leaflets.*

The American university and the new nationalism.  
 The community pageant.  
 Reconstruction and citizenship.  
 Studies in the social and industrial condition of women as affected by the war.

UNIVERSITY OF ARKANSAS—EXTENSION DIVISION.

Community programs.  
 A community forum.  
 Club programs.

## UNIVERSITY OF OKLAHOMA—EXTENSION DIVISION.

## DEBATE BULLETINS.

- No. 12. A student's manual of debating and parliamentary practice.  
 No. 13. The initiative and referendum. (Out.)  
 No. 15. Unicameral legislatures. 72 pages.  
 No. 16. Guaranty of bank deposits. 80 pages. (Out.)  
 No. 17. Woman suffrage. 80 pages. (Out.)  
 No. 18. Consolidation of rural schools. 32 pages.  
 No. 20. The preferential ballot. 56 pages.  
 No. 21. Government ownership of railways. 116 pages.  
 No. 22. The single tax. 162 pages.  
 No. 24. Workmen's compensation. 132 pages.  
 No. 26. Selling munitions of war. 64 pages.  
 No. 27. Municipal affairs.  
 No. 28. Continuing the Monroe doctrine. 148 pages.  
 No. 29. Proceedings Third Annual Convention—Oklahoma Municipal League.  
 No. 30. Teachers' pensions. 52 pages.  
 No. 33. Correspondence study, Sept., 1917.  
 No. 34. Compulsory arbitration of labor disputes.  
 No. 36. Current events study. 96 pages.  
 No. 37. Oklahoma municipalities.  
 No. 38. Current events study, 1917-18.  
 No. 39. Oklahoma municipalities.  
 No. 40. Woman suffrage No. 2. 80 pages.  
 No. 41. Studies on current topics. 80 pages. Part 1. The Great War.  
 No. 43. The city-manager plan. 77 pages.  
 No. 44. Social problem. 156 pages.  
 No. 45. Catalogue of material on war and the problems of peace, general subjects, debates.  
 No. 46. Problems of personal development.  
 The study of current topics.  
 List of illustrated lectures and stereopticon slides.  
 Debating contests.  
 Traveling libraries.  
 Department of community music.  
 Current events study.  
 Conference on taxation, 1914. (Program.)  
 Conference on rural economic problem, 1916. (Program.)  
 Visual instruction.  
 The Extension Division. (Departments and activities.)  
 Constitution of the Oklahoma High School Debating League.  
 Debating contests.

## UNIVERSITY OF OREGON—EXTENSION DIVISION.

## EXTENSION MONITOR.

Volume 5. 1916-17.

Volume 6. 1917-18.

## LEAFLET SERIES.

- Home study courses for teachers, 1918.  
 Lecture courses and study classes, 1918.  
 Summer classes for university credit (Portland center), 1918.  
 Emergency courses for men in war industries, 1918.  
 Putting the eyes to work, 1917.



Train for citizenship, 1918.  
 Institute lectures and subjects.  
 Oregon High School Debating League, 1917-18.  
 Correspondence study catalogue, October, 1918.

## UNIVERSITY OF TEXAS—EXTENSION DIVISION.

(Extension bulletins are included in the University of Texas bulletin, but without separate numbering.)

## BULLETINS.

- No. 284. Intercollegiate debates on old-age insurance, banking and currency reform, 1913.
- No. 30. A constitutional tax for the support of higher educational institutions in Texas, 1915.
- No. 31. Woman suffrage. (Bibliography and selected arguments, 1915.)
- No. 35. School literary societies, 1915.
- No. 70. Christmas entertainments, 1915.
- No. 4. How to conduct a baby health conference, 1916.
- No. 16. Schoolhouse meetings; school-closing exercises, 1916.
- No. 17. The beautification of the home grounds, 1916.
- No. 26. The furnishing and decoration of the home, 1916.
- No. 39. The planning of simple homes, 1916.
- No. 40. Study outlines of Elizabeth Harrison's "Child Nature," 1916.
- No. 41. Military preparedness, 1916.
- No. 42. What help the teacher can get from the University Extension Department, 1916.
- No. 47. Single tax, 1916.
- No. 48. Care and preservation of food in the home, 1916.
- No. 56. Programs for schoolhouse meetings, 1916.
- No. 57. The mourning dove, 1916.
- No. 62. Universal military training, 1916.
- No. 67. A study of rural schools in Travis County, 1916.
- No. 72. A play for San Jacinto night, 1916.
- No. 1708. What the Baby Health Conference teaches.
- No. 1711. Pure milk and how to get it.
- No. 1717. School savings banks.
- No. 1730. Visual instruction through lantern slides and motion pictures.
- No. 1739. How a superintendent may aid his teachers in self-improvement.
- No. 1740. Announcement of correspondence courses.
- No. 1748. The bobwhite.
- No. 1756. Food conservation to help win the war.
- No. 1765. Announcement of extension work for war service.
- No. 1769. How to organize and conduct a school and community fair.
- No. 1804. Food for infants and growing children.
- No. 1805. Red Cross program for schools.
- No. 1807. Announcement of group-study courses.
- No. 1809. Lantern slides for war service.
- No. 1830. Constitution and rules of the University Interscholastic League.
- No. 1831. University aid for Community Councils of Defense.
- No. 1832. War songs for community meetings.
- No. 1833. The extension loan library and list of free bulletins.
- No. 1834. Words for the spelling matches of the University Interscholastic League.
- No. 1837. Patriotic programs for community meetings.
- No. 1842. Play and athletics.
- Valentine and Washington Birthday celebrations.

## UNIVERSITY OF SOUTH DAKOTA—EXTENSION DIVISION.

Yearbook of the High School Debating League.  
Extension center-work.

## UNIVERSITY OF UTAH—EXTENSION DIVISION.

Community thrift.  
School and community survey and community welfare work.  
Infant mortality.  
Health lectures.  
Correspondence study courses, 1918-19.  
Circulars containing announcements.  
The Utah Educational Review, published by the Extension Division, contains frequent announcements and news of extension work.

## UNIVERSITY OF VIRGINIA—EXTENSION DIVISION.

## UNIVERSITY OF VIRGINIA RECORD: EXTENSION SERIES.

## Volume 1. 1915-16.

- No. 1. High School Literary and Athletic League. (Literary societies in secondary schools: Part 1, Organization; Part 2, Parliamentary forms and rules; Part 3, Questions for debate, arguments and references.) (Ten questions.)
- No. 2. University extension lectures.
- No. 3. The Virginia High School Literary and Athletic League. (Compulsory education.)
- No. 4. Religious activities and advantages at the University of Virginia.
- No. 5. Program for the use of Sundayschools and churches and the observance of country-church day.
- No. 6. Announcement of the Curry Memorial School of Education.
- No. 7. Program of the Ninth Annual Rural-Life Conference, 1916.

## Volume 2. 1916-17.

- No. 1. Official syllabus of Bible study for high school pupils.
- No. 2. The Virginia High School and Athletic League. (Compulsory Military training.)
- No. 3. Bibliography of educational surveys and tests.
- No. 4. Principles involved in teaching of hand writing.
- No. 5. Summer school of music.
- Nos. 6-7. The Jewish Chautauqua Society and the University of Virginia.
- Nos. 8-9. The relation of the colleges and universities of the South to the national crisis.
- No. 10. Albermarle Highway Association.

## Volume 3. 1917-18.

- No. 1. A study of school recesses.
- No. 2. Virginia High School Literary and Athletic League. (Debate—"A League to enforce peace.")
- No. 3. War Extension Service.

Catalog of the Houston Art League collection of prints.

## Volume 4. 1918-19.

- Nos. 1-5. Government ownership and operation of railroads. (Debating Bulletin.)

## ALUMNI BULLETIN OF THE UNIVERSITY OF VIRGINIA. THIRD SERIES.

Volume 5. No. 4. Rural-life Conference, 1912.

Volume 7. No. 4. Rural-life Conference, 1914.

Virginia High School Bulletin often contains extension news and announcements.

## UNIVERSITY OF SOUTH CAROLINA—EXTENSION DIVISION.

General extension bulletin.  
 South Carolina High School Debating League.  
 School surveys.  
 The school as a social center.  
 Cooperative courses in the school of engineering.

## UNIVERSITY OF WASHINGTON—EXTENSION DIVISION.

Better Business. Monthly magazine. First number in March, 1916. \$1.50 a year.  
 The University Extension Journal. Quarterly (1914).

## BULLETINS.

- No. 2. The social and civic center.
  - No. 3. State roads and permanent highways.
  - No. 4. The recall of judges.
  - No. 6. The single tax.
  - No. 7. The making of a newspaper.
  - No. 9. Immigration. (Debate outline.)
  - No. 10. The better newspaper.
  - No. 11. Supplementary lectures in journalism, 1913-14.
  - No. 12. Taxation in Washington.
  - No. 14. Government ownership of telegraph and telephone.
  - No. 15. Newspaper production.
  - No. 16. Supplementary lectures in journalism.
  - No. 17. Survey of the Port Townsend public schools.
  - No. 18. Ethical aspects of journalism.
  - No. 19. Supplementary lectures in journalism, 1915-16.
  - No. 20. Military training in the public schools.
  - No. 21. Ores, coals, and useful rocks of Washington.
  - No. 22. Some newspaper problems, 1917.
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- Chart on communicable diseases, 1917.
- Commercial organizations and charitable control, 1915.
- Community music and drama, 1918.
- Eye in industrial accidents, September, 1916.
- Food conservation through utilization of garbage waste, 1918.
- General prospects, 1913.
- Guarding the public health, 1913.
- Industrial education and dependency, 1918.
- Meadowgold (a play), 1914.
- Municipal and sanitary engineering, 1914.
- Nursing as a vocation for women, 1917.
- Newspaper conference proceedings, 1913.
- Organized poor relief work in Wisconsin, 1915.
- Vocational conference papers, 1913.
- Vocational education and guidance for disabled soldiers, 1917.
- Wisconsin baby week, 1917.
- Public recreation, 1915.
- Some aspects of feeble-mindedness in Wisconsin.
- Tuberculosis, 1909.

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